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ABSTRACT

This manual presents activities designed to encourage speaking in elementary and secondary school German language classes at the novice and intermediate proficiency levels. Following guidelines outlined in the Utah "Foreign Language Mastery Curriculum Guide," each of the activities is identified according to the topic, level, and specific objectives it seeks to accomplish. Suggestions are given as to how the activities can be tested, implemented, or varied for use at the elementary, secondary, and college level. Recommendations for adapting textbooks to the oral proficiency approach and a repertoire of general strategies for facilitating listening and speaking skills are also included. (MDM)

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TEACHING FOR ORAL PROFICIENCY IN GERMAN:

A TEACHER'S MANUAL TO ACCOMPANY

FOREIGN LANGUAGE MASTER CURRICULUM

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Foreword

These guidelines and suggestions are an expansion of the objectives for speaking proficiency stated in the Utah State Office of Education Foreign Language Mastery Curriculum (1985). The members of the committee on improving German oral proficiency for the state of Utah have contributed many helpful and creative teaching activities designed to stimulate the use of spoken German in the classroom. In addition, many exercises are ideally suited for the larger class in which group- and student- reinforced activities serve to maximize the learning experience of every student.

The teachers who comprised this committee are congratulated on the excellence of their contributions and thanked for their outstanding dedication to their profession.

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INTRODUCTION

The Utah State Foreign Language Mastery Curriculum Guide of 1985 clearly outlines the development and implications of the oral proficiency approach to foreign language learning that has developed during this decade. The 1985 Curriculum Guide expands the American Council on the Teaching of Foreign Languages (ACTFL) Provisional Proficiency Guidelines into specific objectives for each level of foreign language teaching. Careful consideration of both the Utah State 1985 Curriculum Guide and the newly updated accompanying ACTFL Proficiency Guidelines will prepare you for the use of this manual for implementing the speaking objectives.

This manual expands the "Objectives for Speaking" outlined on pages ten and fourteen of the 1985 Utah Curriculum Guide. Specifically, it contains activities that encourage speaking in the German language class on the novice and the intermediate proficiency levels. Page thirty-three of the 1985 Curriculum Guide suggests that the novice and intermediate proficiency levels are generally reached during the first two years of secondary school study. This achievement is not true of German. Intermediate levels can be reached this early but more likely a third year will be necessary for the general population to achieve intermediate mid levels. In addition, many of the novice level exercises continued in this manual would be useful in an elementary school German program; some of the intermediate level exercises would be profitable for a third or even fourth year high school class.

Each activity described in this manual is identified according to the topic (content), the level (novice or intermediate) and the specific objective (classroom management, introductions, ordering meals) it seeks to accomplish. In addition, each heading indicates how the activity is used in the class: either the entire class participates together, or the students work in pairs, groups, or teams. Suggestions are given as to how the activity can be tested, implemented, or varied for use at different levels: elementary school, middle school, junior high school, high school, or college.

These activities reflect the keystone concept of the foreign language proficiency approach: students need to be able to understand and especially to speak the target language. Although the listening skill has been neglected in the past, this neglect can no longer exist. Listening comprehension is essential in learning to speak. The other language skills, reading, writing, and understanding the target culture are extremely important and should receive adequate emphasis, but the abilities to listen and to speak are the foundation for language acquisition. The oral proficiency approach emphasizing listening and speaking does not suggest that there is a "single solution" method that will develop oral proficiency. Rather, it implies that there are many ways to encourage listening and speaking in the classroom. The activities in this manual offer a variety of ways in which students can communicate with each other in German.

The oral proficiency approach grew out of the rating system (novice-intermediate-advanced-superior) used to classify performance on the

ACTFL/ETS Oral Proficiency Interview. These interview techniques are adapted from those used to evaluate the speaking ability of students in the United States government language training schools. Foreign language learning is a complex process involving the acquisition of many skills. Acquiring proficiency assumes that the student develops these skills on a step-ladder continuum.

Proficiency also recognizes that the four basic language skills may not develop at the same rate: listening proficiency often develops more quickly than speaking, for example.

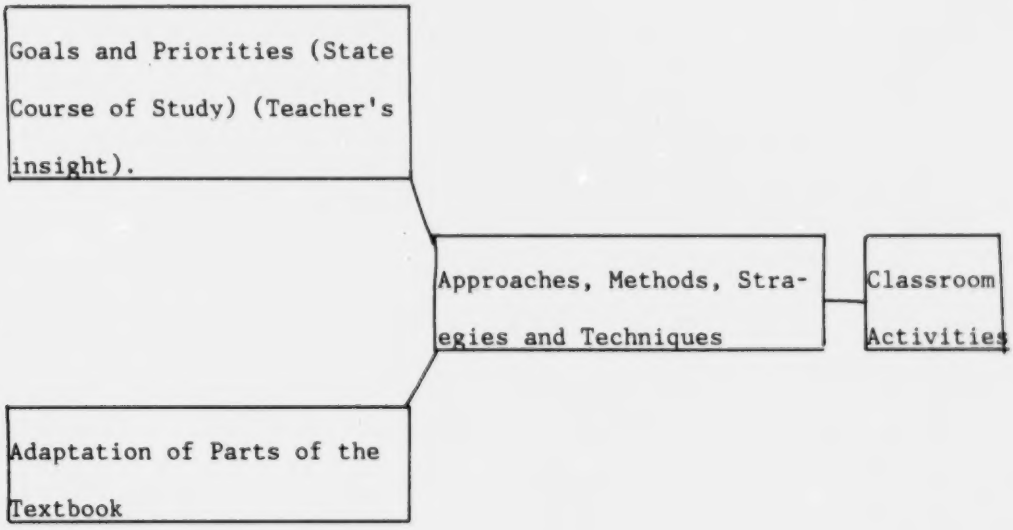
Perhaps the most important discovery made by the government schools in developing the proficiency approach is that each level of language learning represents a new relationship between the three basic factors of language. These factors are defined as function, content, and accuracy. Functions are various tasks to be accomplished, e.g. ask questions, give commands, give instructions, describe, report and narrate; they are associated with the attitudes language expresses, and the tone that is conveyed. Content refers to topics, subject areas, activities, and jobs addressed in the target language. Accuracy indicates the quality, the precision of the message in the target language. Accuracy includes grammatical accuracy, but can also include cultural appropriateness. Together, functions, content, and accuracy create the three goals (the functional trisection) that each language learning activity seeks to accomplish.

This manual offers suggestions for enriching the speaking opportunities of German students in accordance with the three factors outlined above. On the novice level, the primary function or task is to enumerate or use

memorized material. Novice students can say only what they have memorized; they do not tend to communicate in complete sentences, and they perform best by listing vocabulary concepts. Content on the novice level involves categories of common words such as basic objects, weekdays, months, meals, colors, clothing, family members, weather, year, dates, and time. Accuracy for the novice student involves the effort of making him/herself understood: the student strives to acquire enough pronunciation and vocabulary to accomplish very simple communication. At the novice level, vocabulary and limited pronunciation are developing and should therefore receive emphasis. A first-year course outline or syllabus based on the introduction of vocabulary tends to be the most successful. Speaking will develop if ample opportunity for listening is provided; however, students should be guided, not forced, to produce speech. This is the readiness principle.

The Natural Approach, Total Physical Response, and picture-message activities, among others, provide good "input" or listening opportunity for the novice student. The novice level speaking activities in this manual assume that students have had ample listening experience. When students do these activities, they should be ready to speak comfortably in short one or two-word responses or in very short sentences -- or they may use short, high frequency utterances or longer high frequency expressions, or longer full sentences they have internalized. Many errors are to be expected; some correction should be made through remodeling responses, but individual correction should not be overemphasized.

Intermediate level students have expanded language functions: they can create with the language, ask and answer short questions, and participate in short conversations albeit "responsive" more than "initiative.". Content on the intermediate level addresses everyday survival and courtesy needs. Accuracy includes sufficient grammar and pronunciation improvement so that the student becomes increasingly comprehensible to a native speaker used to dealing with foreigners. Many errors in usage occur in simple survival conversations. Intermediate students respond to a syllabus designed to help them develop skills for survival in the target language. The activities in this manual address that need and will be of much help in designing a proficiency-oriented intermediate program. Using this manual along with the state course of study entitled Foreign Language Mastery Curriculum will allow teachers to design and plan their courses. The following diagram[1] shows an overview of the planning procedure:


Goals and Priorities (State Course of Study) (Teacher's insight).
Approaches, Methods, Strategies and Techniques
Classroom Activities
Adaptation of Parts of the Textbook

Elizabeth G. Joiner and June K. Phillips, "Merging Methods and Texts: A pragmatic Approach," Northeast Conference Report: The Foreign Language Teacher: The Lifelong Learner 1982, P. 109

From this diagram one can clearly see that teachers are to use the textbooks as one tool among many to accomplish the goals and priorities involved in acquiring and learning a foreign language through a variety of approaches suited to a variety of learning styles. They must prepare a plan to develop proficiency at various levels. Gone are the days when one approach sufficed.

The teaching syllabus (plan or outline of a plan) grows out of the curriculum goals and directs the planning and doing of class activities. The textbook is used to provide some of the activities, but the teacher is in control. The textbook is not a crutch, it is a tool. One doesn't "cover" the text; one uses it along with many other materials and activities to achieve the goals in the curriculum guide. In fact there may be several "texts" or "readers" used as tools to promote acquisition of the language. This acquisition is very important. It includes encouraging identification with the target language group.

This manual is designed for the teacher, not the student. For this reason (and to simplify typesetting) all umlauts have been written with an "e" following the appropriate vowel instead of dots over the vowel (there may be a few exceptions to this).

ADAPTING TEXTBOOKS TO A PROFICIENCY APPROACH

Every textbook has valuable drills, exercises, explanations, and readings; however, no textbook or instructional package can meet every teacher's needs. Teachers should expect, therefore, to adapt and supplement textbooks. Below are several prime considerations for textbook adaptation:

1. Provide listening opportunities. Extensive listening is an essential part of the language learning process. Listening prepares speaking on all levels, but it is especially important on the novice and intermediate levels when language acquisition including pronunciation assimilation is rapidly developing. Students need many opportunities to hear the language without seeing the written test in order not to become bound to visual language elements. Students also need every opportunity to hear "real" language (as opposed to textbook language) in an authentic context. Audiotapes, videotapes without subtitles, and recordings by native speakers are invaluable supplements to any textbook. Roleplaying exercises developed from authentic audio materials highly motivate learning for students at all levels. It is important that most of this listening be in context and comprehensible on the upper learning edge of the students' language development.

2. Provide speaking opportunities. Many textbooks must be supplemented with activities to assure the development of speaking, the keystone skill. The teacher must provide opportunities during each class period for students to exchange factual or personal information on subjects of interest to them, such as family, school, travel, sports, or current events, that is real communication. Small-group work and partner-practice helps to maximize speaking opportunities: especially in interviews, games, role-

playing, association activities, and many others as seen in the examples in this guide.

3. Include reading opportunities. Reading is important in the acquisition of language. Listening input and reading input are crucial; the textbook and good readers are therefore important. As much as possible authentic texts should be used! (See Foreign Language Annals, Vol.3, No. 19, pp. 203-8, May 1986.) There are many German authentic readers on the market today. Two examples are 1) from Germany, Themen I and 2) from the USA, Lesen lachen und Lerren.

4. Encourage accuracy. Teacher must help students to want to be correct, must expect errors, but must not over-correct. Beginning students need exposure to a solid structural base on which to build accuracy. Students who acquire correct patterns of grammatical usage can progress with greater ease to the superior proficiency level. Traditional texts, regardless of methodology, are frequently organized according to a grammatical syllabus. The problem is that these texts do not follow the ACTFL Proficiency Guidelines, and they do not indicate at which level of development grammatical concepts can be readily assimilated into active speech. The ETS Oral Proficiency Grammar Grid for German found in the ETS Oral Proficiency Handbook should be of help in sequencing the introduction of concepts on appropriate levels, but it should be used cautiously.

5. Keep the affective filter as low as possible. The major barriers to acquisition are anxiety, fear, worry, irritation, and especially self-consciousness. These manifestations of high affective filter will interfere with internalizing or assimilating the language.

6. Adjust the sequence in which the textbook presents materials. Many textbooks were written before the proficiency approach developed. Such texts often expect too much grammatical acquisition too soon and lack a realistic context for the exercises and drills. The teacher has the right to delete, combine, or emphasize any part of a textbook or lesson in order to adapt it to proficiency principles. For example, if a concept is introduced too soon in the text, the teacher may simply delete it -- even better, postpone it and then add or rewrite a more appropriate lesson to introduce it. Or the concept may be combined with another for listening comprehension only, since listening is usually the most developed of the four language skills. Or the concept may be introduced for speaking, but the teacher should expect poor control of its usage. For mastery, the concept will have to be emphasized when the students have progressed to the proficiency level at which it can be understood and acquired.

7. Create a functional approach. Language as a tool for <u>true communication</u> and for <u>survival</u> in the target culture is often neglected, especially in intermediate (second and third year) textbooks. A syllabus or a plan that helps students to create with the language, to ask and answer questions, and to participate in short conversations is much more meaningful than a syllabus or a plan organized around verb and pronoun concepts. Help students understand how grammar <u>contributes to functioning in the target language</u> -- not grammar for grammar's sake. If the textbook does not offer adequate survival materials, establish the mastery of a survival objective (for example, shopping, banking, and dining among ten or more others) as a supplement to each lesson or unit, and integrate textbook materials with that objective. See the list of topics for the first two years in the <u>Foreign Language Mastery Curriculum</u> 1985.

8. Create a context. Present real messages and interact in situations. Language communicates through connected thoughts, not through isolated sentences. Some textbooks contain examples and exercises made up of disconnected and disjointed language. Many of these texts emphasize the form of the language at the expense of true communication. Emphasis on form may be necessary at times, but it should be counterbalanced from the very beginning of instruction with exercises that are open-ended, creative, and meaningful to the student.

9. Personalize. Work with truth value -- what is the person really like? What does the person really do? Language is essentially a tool of communication between two very individual human beings. Every textbook can afford an opportunity to approach the student as the unique person he/she is. If the textbook does not frequently ask for the students' reaction to content, the teacher can certainly do so. Exercises that call for personal reaction or opinion should be expanded so that all class members can react. Also, a few minutes of concern for the students' personal comfort by polling: "Ist es zu heiss?/ Kalt?/ Wer ist hungrig?/ durstig?" create an atmosphere of caring that relaxes tensions and encourages learning. Recognition of each student's special interests and achievements, along with an opportunity to share those interests with the class in the target language, help to create that esprit de corps which is such a rewarding aspect of foreign language teaching.

10. Check the topics. The list of topics/goals in A Course of Study for Foreign Languages in Utah 1980 and especially the list in the Foreign Language Mastery Curriculum 1985governs the foreign language learning and acquisition in the schools in Utah. Any activities that help students to

develop communication in the foreign language are acceptable. Teachers of foreign languages need a repertoire of methods, strategies, techniques, approaches, and ways to facilitate the internalization of foreign language. Since the public schools are for all students of varying abilities and learning styles, foreign language teachers must include as many people as possible in as many activities or strategies as possible, to emphasize communication and especially to achieve oral proficiency.

A REPERTOIRE OF GENERAL STRATEGIES TO FACILITATE LISTENING/SPEAKING ACTIVITIES

This list of general strategies is provided to give teachers a ready inventory of classroom-tested activities which help students speak German.

A. Gespraech (Authentic short conversations usually containing high frequency expressions.)

1. Students learn these appropriate high frequency expressions for the topics(or goals) for the week. They practice "in chorus" and individually. Then they recombine and personalize the expressions with the help of the teacher.
2. They then work in pairs to practice the expressions (the Gespraech) with personalized variation to share with the class. Each pair presents its variation in class the next day, keeping each presentation short.
3. The teacher may opt for a random sampling of the pairs each week making sure the pairs all get a chance. If kept short, usually all pairs can present and the natural variation will keep the experience interesting.

B. Picture Procedure

1. The teacher uses 8 1/2" x 11" sized magazine pictures (collages of pictures) to present 20-30 or more vocabulary words and expressions each day on the topic (or goal) for the week. Sometimes these 30 words differentiate active vocabulary for production from receptive vocabulary (for recognition only).

2. The teacher presents the vocabulary in a meaningful conversational presentation while showing the pictures. It is important to avoid mere listing of words -- use a context, a message in a communicative way[2].

3. Later on students can describe pictures especially to review.

4. The teacher, later, a student, can be the chalkboard scribe who writes all new words on the board and gets the students to write them in their journals. He/she helps them to learn to say the words quietly to themselves as they write.

5. Students read their notes and complete a short writing assignment using the words. Keep the experience comprehensible and in their range. Assignments should increase in expectation as the course proceeds.

6. Teachers should plan periodic reviews.

C. TPR

1. The game "Simon says" is a version of Total Physical Response (TPR).

[2]Comprehensible input at the i + 1 level, Stephen D. Krashen and Tracy D. Terrell, The Natural Approach, 1983, pp. 23-52.

2. See bibliography for suggestions for the TPR approach. You can learn mostly what you need from the book by James J. Asher.

3. There are periodic workshops held in the state to teach this approach. Check with the Utah State Office of Education or universities for names of people to contact or for workshops featuring this approach.

4. Refer to TESL Reporter, BYU Hawaii Campus, Vol. 18, Number4, October 1985, for the article "Intermediate TPR: What do you do after they stand up?" by Dale Griffee. There are developing activities using TPR. The more appropriate versions for later in the course ought to be used. TPR is not activity for activity's sake.

D. Partner Interviews

1. The purpose of this activity is to have the students communicate ideas, opinions and feelings in German (daily) with someone in the class. Functions such as greeting, commanding, describing, requesting, ordering, purchasing, avoiding, apologizing and chastising can be based on various content areas such as clothing, friends, food, travel, school, health, hobbies, and the like.

2. The questions should graduate from simple to more difficult.

Examples are:
Wie heisst du?
Woher kommst du?
Was isst du gern?
Was fuer Musik hoerst du gern?
Beschreib deinen ersten Schulfreund.

Some interviews can deal with certain topics, others can cover a

variety of topics. It is best to base the majority of questions on the topic for that week.

3. Allow the students to interview each other. Then as a class discuss the answers that were received during the interview. Play the association game. (See below P. 21.)

4. Interviews can be geared to all levels of language. In the beginning levels, answers may need to be prompted by the interview sheet or overhead transparency.

Example: Woher kommst du?
(Ich komme) aus . . .
Wie alt bist du?
(Ich bin) . . .

This is a good activity for the beginning of the year especially to help the students get to know each other and to feel more comfortable speaking German with other classmates.

5. Interview questions should be written on an overhead transparency or a handout in order for students to be able to read them. In the beginning levels, it would be helpful for the teacher to read the questions aloud, enabling the students to hear the pronunciation.

E. Find a person who . . .

1. This is similar to the interview, except that the students talk with more members of the class. They are given a handout with a list of categories and try to find people who fit into these categories by asking questions. This is a type of "Umfrage."

Examples are: Wer hat vier Geschwister?
Wer wohnt in der Nähe von der Uni?
Wer studiert Medizin?

This is another good activity to help the students get to know each other and to feel comfortable speaking German.

2. The teacher should read through the list to make sure everyone understands each item. Also, a discussion of possible ways to elicit the information might be helpful for the students.

3. After the students have had time to complete the list, the entire class should discuss the results.

4. Find out as much as possible about your students very early in the course so you can set up this activity emphasizing truth value.

F. Identification game: "My country is . . ."

1. Several students are given the name of a country taped on their backs which they do not see. It is their assignment to figure out which country they are from by asking their classmates questions that would lead them to the correct answer. A handout of suggestions written on the board or on a transparency could be provided to help pose possible questions that could be asked. Modifications are many in this game. Famous people, fruits and vegetables, cities, occupations are possible topics.

2. For more advanced classes, the handout would not be necessary. A quick discussion (brainstorming) before the activity to help define some questions would allow the students more freedom to create their own questions.

3. This is a good activity to culminate a week's work on a certain topic, by allowing the students to use the vocabulary they have acquired throughout the week.

G. Rejoinder Drills

1. These are good reentry procedures to review previously learned material. The teacher makes a statement dealing with a certain topic and the students provide questions or statements relating to the topic made by the teacher. Example Teacher: Wir haben eine Party. Was möchten Sie wissen? Student: Prima, wann ist die? Wo ist die? Was essen wir? Was Spielen wir? Although the activity is simple, the teacher must be prepared to make the activity move quickly in order for it to be interesting and fun for the students.

2. The teacher could divide the class into two groups (advanced classes) or the teacher could be one "group." Teacher: I'll make some statements you retort with expressions showing one of the following for many answers and then change to another or mix them:

1. Surprise
2. Opposition
3. Agreement
4. Enthusiasm
5. Rejection
6. Disappointment
7. Fear
8. Sarcasm
9. Happiness
10. Others

3. Both of these activities could be put into a contest situation, in which the team that can come up with the most responses would win a certain number of points or some type of prize (F.L. Fair possibilities).

H. Vocabulary Drill

Vocabulary words are written on cards and the same list is on the board or overhead. The students are called on to select a card and

try to describe the word one hint at a time to the class. This is an activity that would be helpful in vocabulary review at any level. It helps to increase communication between students. If the student has difficulty giving hints he could consult with the teacher (or an aide if available).

I. Imposter Game

Vocabulary words, expressions or sentences are printed on a handout in groups of four. Three of the four items share certain characteristics. The students are to identify the item in each group that does not fit with the other. (Would the real _____ please stand up? is an extension of this idea.) Examples: 1) Apfel, Orangen, Pfirscbe, Bleistifle. 2) Hemd, Hose, Buch, Strumpfe.

J. Brainstorming Activities

1. This is an excellent way to introduce new topics or to review reading assignments or even to explicate literary selections. The teacher begins the activity by introducing a theme, a question, or a reading segment. The students brainstorm to come up with as many items as they can pertaining to that topic. The items can be in the form of individual words, phrases or sentences. Accept all answers. Write them all on the board. Give the students encouragement with every answer. Try to get lots of quick responses from all of your students. Some examples are these:

a. Die Stadt possible responses could be viele Leute, arbeiten, Wohnhäuser, groß, schmutzig, Berlin, Straßenbahn, die Schule.

b. Was machen Sie am Freitag? possible responses could be Ich lerne, ich gehe ins Kino, ich reite, ich schlafe.

c. Was bedeuten die Blumen in der Geschichte von Herrn Moritz? Responses: Die sind seine Träume, die Schönheit der Welt, seine Hoffnung auf Friede.

2. Brainstorming can also be used to fill in the blanks of sentences, discussing characters, listing just about anything that could be discussed.

3. Especially in the beginning levels, the students may need to respond in English and the teacher would translate that into German and write it on the board.

4. The most important thing to remember is to write everything on the board and list as many things as possible. When used later in a testing situation, allow the students to have more than one choice from the many words and phrases written on the board.

5. This is an excellent way to generate vocabulary.

6. One variation is to brainstorm in small groups and then as a class, compare the results.

K. Circumlocution Exercise.

1. In this activity the students are required to describe something unknown in terms that are familiar to the class.

2. Each student is given the picture (or an object) of some strange place, person, fruit, etc. (Something that is not readily recognized by the class.) A short description may need to be provided for the student. Then the students must describe this unusual item to the class in a way that the class would be able to understand, state, or describe its purpose, use appearance, etc. This could be used in connection with different weekly topics in order to reinforce vocabulary and ideas associated with that topic. Example: you are looking for an article of clothing you saw in Austria (a special sweater or leather short pants or hat) and you have to describe it because you do not know its name. An extension of this activity is when you are writing a letter to a pen pal. You must explain "progressive dinner."

L. The Calendar Fill-in or the Weekly Planner

1. This activity is mainly to help students use everyday vocabulary. They receive a blank calendar and are to fill in all activities and special dates to be noted in that month. They can also be required to fill in the month names and days of the week.

2. This could be a weekly assignment that would be turned in at the end of each week.

3. Another version of this idea for more advanced classes would be to make this a personal journal assignment.

4. You can start simply by handing out a schedule of your activities. Then have the students write what they do on Fridays.

M. The Collage

1. This is an excellent way of introducing the students at the beginning of a new semester. The students create their own collage using pictures which they feel describe their personality and interests. It is best to give the assignment a few days in advance in order to allow the students to have time to be creative.

2. With picture collages a number of options can be taken to utilize them in the classroom. The students can be divided into groups and discuss (their collages) among themselves . The teacher can select a few collages each day to discuss with the entire class. Collages can be exchanged in groups or in the entire class and the students can try to guess what the pictures might be portraying. Personal collages are good because the students are immediately interested in the subject matter. Association games are good with collages. See page 21.

3. Other types of collages could deal with topics of the week. This could be picture or word collages. Brainstorming can also be used with collages to help expand vocabulary.

4. Word collages can use headlines or phrases dealing with certain topics or ideas to be discussed. A collage of advertisements or want ads is also an interesting way to create discussion in the classroom.

N. Cartoons

1. Cartoons are very good for simple reading comprehension, mainly because the text is usually simplified and direct. Students can read them from handouts or clear overheads.

2. There are many options to be used with cartoons. One is that the last frame could be left blank and the students could brainstorm as to how the incident could end. Another is to completely delete the dialogue and allow the students to create their own. This is good when you have limited access to German cartoons but ample access to English ones. One other option is to show the student a series of cartoon pictures and have them construct a story to go along with the pictures.

3. Consider using mime, or charades followed by oral descriptions or conversation.

O. Audio Motor Unit

1. This strategy requires simply having certain situations set up in the classroom and having a tape with instructions which the students are to follow. (Very similar to TPR.) Some topics may carry cultural differences which the student will need to be aware of in order to successfully complete the exercise. For example, in a restaurant there

are certain things done in America that are not done in Germany and vice versa. This difference can be discussed before or after the exercise.

2. One variation to this activity is aerobics in German with music and the actions. It would be best to review the basic commands before beginning. Also the teacher will need to be acquainted with the proper terminology. Because of the current interest in aerobics this is a fun activity and if on tape the teacher will not have to be an athletic genius to have a successful activity. Pre-recorded tapes are available through importers. Possibly video tapes are available in the PAL format. The USA uses NTSC format. Homemade videos work very well.

P. Association Game

This strategy can be used at various levels of difficulty as information is found about class members whose names are written on the chalk board (or transparency), the information is listed by the name. Then the names or the information can be erased and class members can supply the correspondences: "Who was the one with the green pullover?" or "What was John wearing?" Then later much more complicated information can be used.

SPECIFIC TOPICS INCLUDING LEVELS, OBJECTIVES, ACTIVITIES,

AND TESTING PROCEDURES

NOVICE LEVEL SPEAKING ACTIVITIES

Description

Novice students begin without knowledge of German. They proceed through experience steps from major almost total emphasis on listening comprehension to limited speaking using language consisting of one or two words related to elementary needs and courtesy expressions. Students begin to communicate primarily with memorized vocabulary. Their expressions progress so they develop some flexibility with words and short phrases. some progress faster than others.

Standard for Novice Level

A standard is a broad description of a task to be accomplished through language use. Novice students begin to share thoughts and ideas effectively using spoken vocabulary appropriate to their age and situation. See the following objectives.

Objective One: Use Basic Courtesy Expressions

Formal/informal greeting. Entire class/pairs. All grades.

1. Students are assigned to bring a magazine photo of a famous person. Emphasize that the person in the photograph may be old or young; you want all

ages represented. The day of the exercise each student takes the identity of the person whose picture they brought. Students then are to go around greeting each other on the formal or informal level according to the ages of the person in their photographs. Students collect "autographs" of the famous people they meet as they greet each other. A time limit (10 minutes) should be used. At the end of the time limit the student with the most "autographs" wins a simple prize.

2. To practice the du/Sie distinction, establish name cards such as: school principal, teacher, dog, classmate, store clerk, brother, others. Cards could be in English or German, depending on the vocabulary that has been learned.

a. The teacher holds up each card and elicits one of the following questions: Du: Tag! Wie geht's?

Sie: Guten Tag. Wie geht es Ihnen?

The teacher answers each question appropriately:

Du: Prima! Und dir?

Sie: Es geht mir ganz gut, danke, und Ihnen?

b. The same cards may be passed out to students. Other students approach them and in pairs they act out what the teacher has just done with them. For a reward, each time a conversation takes place, students exchange signatures. Each signature is worth a point.

Structured in the same manner, students could practice other courtesy expressions: Gib mir den Bleistift, bitte! Hier ist der Bleistift.

Geben Sie mir die Kreide, bitte! Hier ist die Kreide.

3. The teacher presents situations which call for the du/Sie distinction. The teacher then writes the names of individuals on the top part of the chalkboard, such as Herr Meyer, Brigitte, Meine Freundin Anna, Meine Schwester, meine Mutter, Michael, mein Bruder, Herr Baumann. The teacher then stands beneath each name in turn and the students greet him/her according to the formality of informality of the situation. Various students now take turns standing beneath the names and the entire class greets them appropriately. To continue the exercise, distribute an index card to each student. Have each student write a name and an age on his card: Frau Schultz, 32 Jahre alt; Peter, 10 Jahre alt. Divide students into pairs. Students proceed to greet each other. Cards are then passed on to other pairs: the students receive a new identity and again greet each other appropriately.

4. Names. Students do a switch-chain game. They sit in a circle (if you have a large class, you may want to have two circles), and the teacher chooses two "starters." Each of these starters will begin a chain of question/answer, one by going to the left, the other by going to the right. For example, starter "A" will turn to his right and say, "Ich heisse Robert," and player to A's left will answer, "Wie heissen Sie" "A" will repeat, "Ich heisse Robert." A2 will then turn to his left and say, "Ich heisse Robert." A3 repeats the question "Wie heissen Sie?" and then A2 repeats the question to A1. A1 tells the answer to A2, who tells A3, who tells A4, who asks the question, which must be repeated all the way back to A1, who supplies the answer, which is then repeated all the way down the line. The B side, of course, has a separate exchange in progress, and both chains must be kept alive, especially after they cross each other and the students are asking

and answering in both directions. This is a game which can be used to review many contents. For example, the statement might be "Das ist eine Gabel," or "Das ist ein Messer," and may be "Was ist das?"

Objective Two: Use Terms for Common Classroom Objects

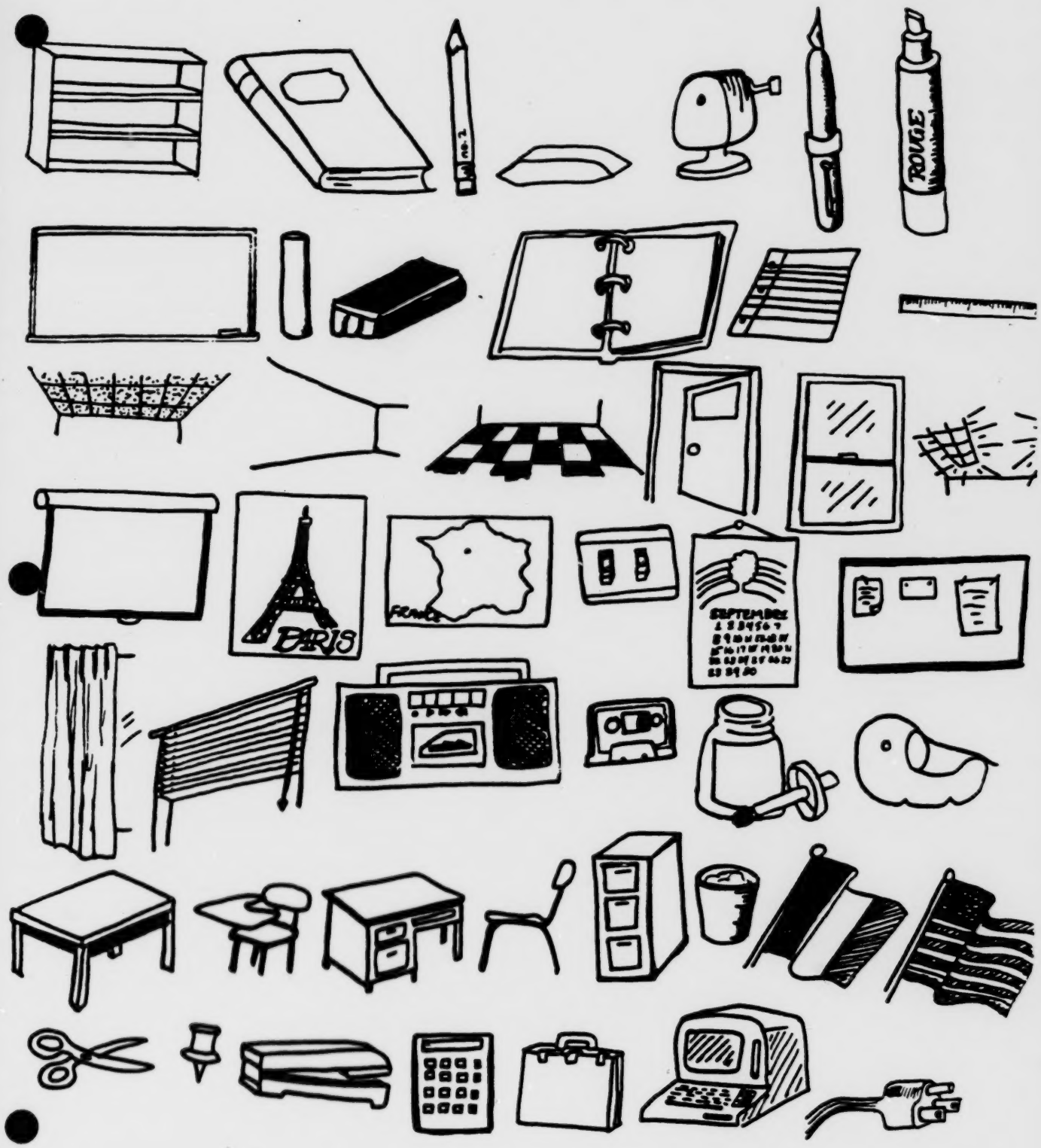
Identify classroom objects. Entire class/pairs.

1. (All grades.) The teacher labels previously taught classroom objects with letters or numbers. Speaking practice can then take several forms:

   a. The teacher says a letter or number. The class looks at the object labeled by the letter or number and identifies it orally.
   b. Students can then work with partners and quiz each other.
   c. Students can draw letters or numbers from a hat or box and name those items.

2. (Secondary school grades.) Using a page of pictures or an overhead, the student identifies objects by logical pairs. For example, "die Kreide/die Tafel," "der Stuhl/der Tisch." Any logical combination is acceptable. This could also be done in partners, as a game. Partners would share the same visual sheet, and take turns naming logical pairs. If they could not think of a pair within a given time limit, for example, 10 seconds, they would lose a turn. Students could keep score for each other, and be given points for each logical pair. The winner may be given a bonus for coming up with the most pairs. Simple drawings of items or pictures of items can be used.

CLASSROOM OBJECTS



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3. Lotto game. This game is an enjoyable way to review and encourage speaking after these vocabulary concepts have been fairly well learned. Vocabulary should include items used in your own classroom. Example:

Lotto Card

5	9	1	8	4	could be filled with pictures, shapes,
3	7	2	5	7	actions, words, activities, actions,
8	4	6	1	9	colors - fill entire card.

For maximum learning, be sure the students exchange cards frequently.

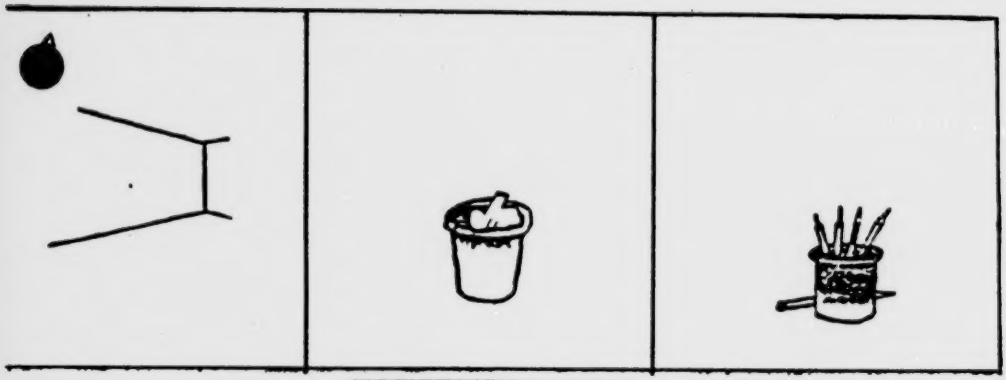
Day 1: Each student receives a lotto card consisting of three blank spaces. She/he also receives a series of sketches of classroom objects. As homework the student fills he/his lotto card with three sketches of objects for card A.

Day 2: The teacher hands out small paper cups containing dried beans as game tokens. The teacher then draws from the hat slips of paper with sketches or objects from column A and pronounces the words. Play continues until the three objects on a student's card have been called and marked, at which point the student calls out "Lotto." The winning student then replaces the teacher in drawing slips and calling the objects.

Day 3: Teacher draws sketches of objects from columns A and B from a hat until a student wins. The student verifies the six objects on her/his card and then replaces the teacher as caller. Homework: Lotto cards with eight or more blank spaces are filled with sketches for cards A, B, and C.

LOTTO

Novice Level, objective two, exercise three: loto cards



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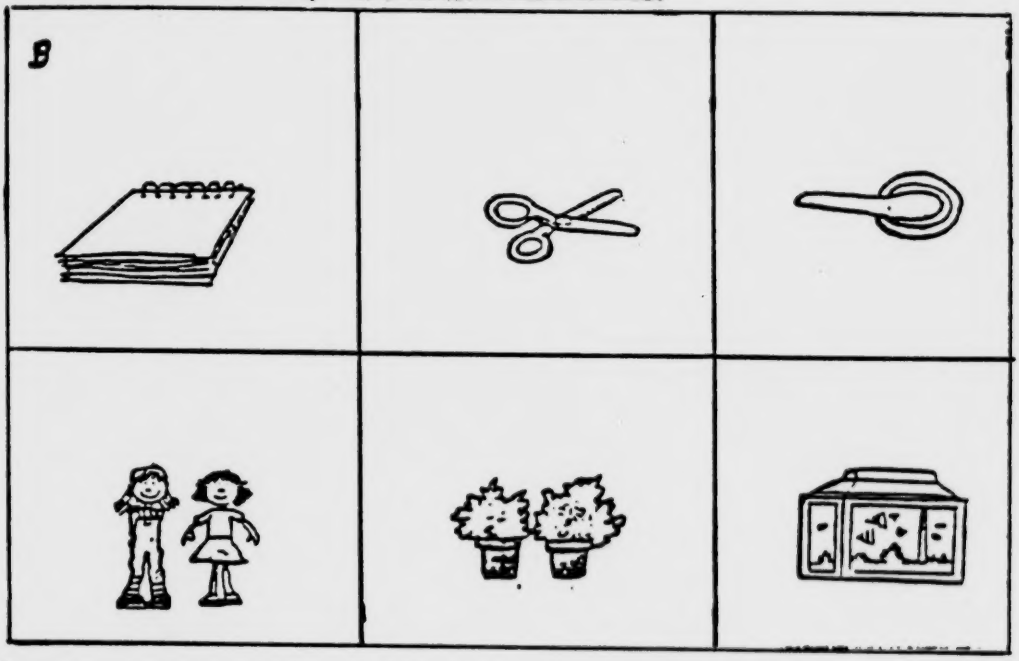

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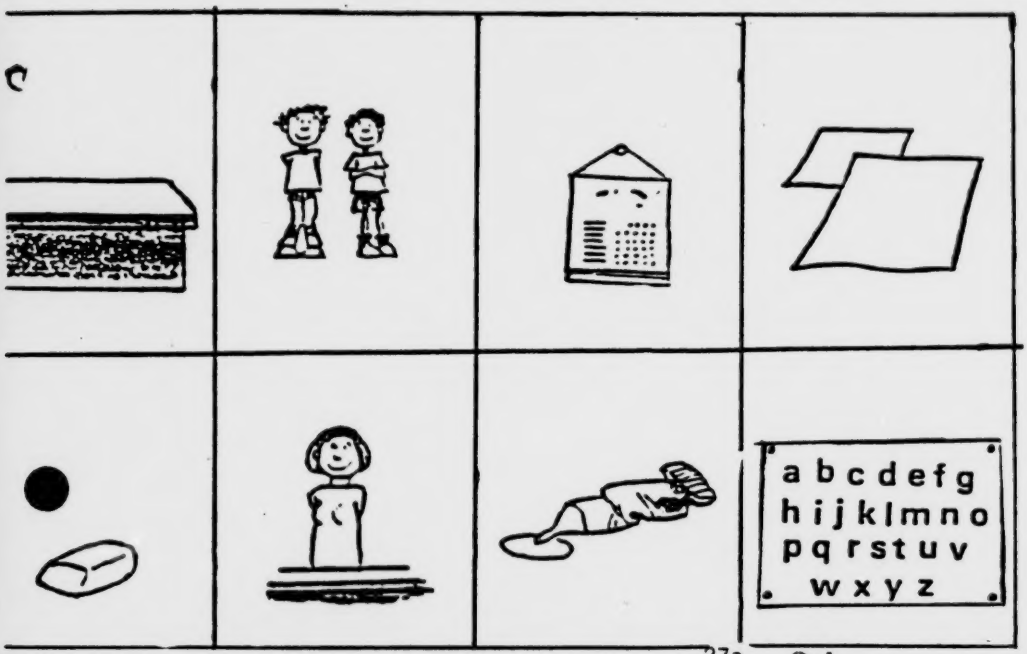


Day 4: The teacher begins the game and turns it over to the students as soon as the first student wins.

This activity should not be allowed to drag: eight to ten minutes daily at the end of class leaves students wanting to continue. If the winning student is too shy to call the game, allow him to select a helper. If the students do not understand the student caller, they will ask, "Wiederholen, bitte" to encourage better pronunciation.

Objective Three: Recognize Basic Interrogatives.

1. (Teams.) Play a game where two teams challenge each other. Team members face each other one by one. A person from team A makes a question statement to which a person from team B must make any appropriate short answer.

Wohin. . . ?	. . . nach Paris.
Wann . . . ?	. . . am 25. Dezemeber
Wie . . . ?	. . . gut.
Wer . . . ?	. . . Johann.
Um wieviel Uhr . . . ?	. . . um Mittag.

If team B makes a suitable answer, they get a point. After a determined number of tries, the teams switch roles.

2. (Entire class.) After the question words have been taught, the teacher selects one student to leave the room. The teacher or class decides on one

of the question words, for example, "wer." When the student is brought back into the class she/he would point at any student at random and say, "Antworte!" The student indicated would have to give an answer to the question, for example, "Beate," or "Andreas." The pointing student, the "it", keeps going until he can say which of the question words the class is using, eventually the class could expand to saying two answers, so that "it" would have to be aware of more then one. When the class has had some experience, they could be expected to use up to five, and the "it" would have to determine not only the words but what order. For example, if the student indicated answered, "Renate, nach Hamburg, im Juli, sechs," for which the questioner would answer, "Wer, wohin, wann, wieviel."

3. (Entire class, secondary grades.) The teacher writes 5 w"s and an h on the board in capital letters. She/he then tells students that a good newspaper reporter must learn to work the story. The teacher writes the question words on the board: who, what, when, where, why, and how. The German word is written next to them and the class practices their pronunciation. Teachers who prefer a total immersion classroom could base the presentation phase of this exercise on the memory device W-W-W-W-W-W-W-W (wer, was, wann, welche, wie, wo, wohin, warum [Note: Warum belongs properly to the advanced level, so keep this simple. The purpose is to question, not answer.]). The teacher then reads several typical news stories from papers which demonstrate this very simply and asks the questions either in German or English. The story might be something like this:

> At six o'clock this evening there was an automobile behind the school. A small truck collided with a car and both drivers were injured. The driver of the truck had been drinking. He was speeding. His name is

John Doe. The teacher then says, "At six o'clock." the Students say, "Wann." The teacher then says, "Behind the school." The students say, "Wo." The teacher continues with the questions and other news stories until the students know the question words.

Objective Four: Understand Numbers, Colors, Shapes, Opposites, and the Alphabet.

1. Recognize and think with numbers 1-100. Entire class. All grades.

Write the numbers on cards. Distribute to students. When the teacher says the number, the student with that number stands, shows the card, and repeats the number. Move on to simple math problems: the teacher says two numbers and indicates addition or subtraction. For example, if the teacher says "zwoelf " and "sieben" the two students with those cards stand up showing the cards. The class then says "Zwoelf und sieben ist neunzehn."

2. Telephone numbers. Entire class/pairs. Secondary grades.

After having discussed German telephone numbers, hand out two index cards to each student. Each student then writes the same make believe German phone number on her/his two cards. The student keeps one card and hands the other to the teacher. The teacher then shows various cards and models:

Haben Sie die Telefonnummer 61-86-04?
Hast du die Telefonnummer 61-86-04?
Ja, ich habe die Telefonnummer 61-86-04.it
Nein ich die Nummer 71-93-54.
Nein, die habe ich nicht.

[Notice the American Telephone number might be 378-2169; make it German: 3-78-21-69. Therefore students could use their own numbers.]

The teacher then shuffles the cards and distributes them to the class. The students then have ten minutes to find who has their phone number or to find numbers of other students if they want these numbers.

3. Colors. Pairs. All grades.

Partners sit facing each other, so that half face the front of the class and half the back. The teacher, using pictures, art prints, or magazine photographs (LIFE magazine is one excellent source of large pictures), goes first to the back of the room and holds up one picture. The student facing the back of the room (A) describes the picture to her/his partner, using whatever vocabulary she/he has; for example, "der See, die Dame, gruen, blau, es ist schoenes Wetter," etc. After one or two minutes, the teacher goes to the front of the room, and perhaps asks some of the B partners (those facing the front of the room) about what they were told. The teacher then gives the B partners a choice of two pictures, and they identify which picture was described. The process is repeated, showing a picture to the B students, who describe it to the A students.

4. Colors, opposites, shapes. Entire class/groups. All grades.

Teacher gives vocabulary: blau, rot, braun, etc.
Klein, gross, rund, etc.
ein Viereck, ein Dreieck, ein Kreis, etc.

Give each student paper and magic markers or crayons. Give directions to the group: Ein grosses rotes Viereck zeichnen.
Ein Kleines blaues Dreieck zeichnen. . .

Have students say what they are drawing as you proceed:

Das Viereck ist gross und rot.

Das Dreieck is klein und blau.

Complete seven to ten drawings. Have individual students stand, point to one of her/his own drawings, and ask the class: "Was ist das?" The class then identifies the drawing she/he points out. Divide students into groups for additional practice. To recycle this exercise, expand drawing directions to include, "Zeichnen Sie eine Gerade Linie (einen Kreis, etc.) oben auf das Blatt (unten auf das Blatt). After practice with various shapes, divide the class into groups of four or five. Each student in the small groups will give a "Zeichnen" command which the other students in her/his group will draw.

5. The alphabet. Entire class/groups. All grades.

Put the alphabet on the board as it is taught. Point to the letters to elicit student response. Have students spell their own names to a group or to the class. Students may spell a recognizable word that others try to guess. Students may enjoy singing the ABC song using German letters. Students in higher grades learn modern German handwriting.

6. Shapes, Containers, and Textures

Students will be able to recognize, point out and draw some shapes as per command and be able to recognize and describe some textures. Activities: 1) Have student draw and label shapes. 2) Have students cut shapes out. 3)

Point out objects in the class or pictures and have students name the shape of the objects. 4) Pass out paper, glue and scissors and have students cut basic shapes and glue them together into a picture. They then describe that picture by telling what it is and what shapes make different parts of the picture. 5) Introduce the adjectives along with the nouns, i.e., rund and (der) Kreis by describing the shapes of classroom objects. 6) Textures can be used to describe objects, glatt, rauh, weich, hart, seidig, sanft, struppig. 7) Obviously students can and should be given opportunities to describe and give commands with these words as often as possible. Testing: The student will manipulate shapes on command. The student will recognize shapes, textures and containers in picture or other means of presentation.

7. Numbers

Students will demonstrate understanding of what is heard by effectively sharing thoughts and ideas in speech using vocabulary appropriate to level. Activity: 1) Count on fingers to demonstrate cultural difference. 2) Show flash cards with numbers on them. 3) Teach 1-24 with numbers showing on clock. 4) Count by multiples of given numbers. 5) Call roll by number instead of name. 6) Provide answer to simple math problems. 7) Provide missing number in a problem. 8) Clap on a specific number and multiple thereof. 9) Answer questions - "How many?"

10) Rhyme: Eins, zwei, Polizei
Drei, vier, Offizier
Fuenf, sechs, alte Hex
Sieben, acht, Gute Nacht
Neun, zehn, lass uns gehen.

11) The imagination is very effective in teaching numbers. Let any possibility be used to achieve the objective. Always use numbers in German when giving page numbers or any other number. Let the students hear as much German as possible. Testing: Questions on a Proficiency Test should be answerable with a simple response, e.g., How many of a given thing do you see?, How old are you?, How many people are in your family?

8. Colors

Students will demonstrate understanding of what is heard by effectively sharing thoughts and ideas in speech using vocabulary appropriate to level. Activity: 1) Let students see the color as it is named. 2) Play the colored eggs - Wolf goes to the door and asks hen for eggs, "What kind?", "ein gefaerbtes Ei." Wolf names colors until a color from class is named. The student pre-named that color must run and touch opposite wall and get back to desk before wolf catches it. 3) Name the States using the game using predetermined colors. 4) Match words with colors. 5) Twenty questions using colors. The imagination is very effective in teaching colors. Let any possibility be used to complete the objective. Testing: Questions on the novice level should be answerable with a simple response. "Welche Farbe Hat das Hemd?"

Objective Five: Use Common Names for Family Members.

1. Family members. Entire class/groups. All grades.

Students take a poll of the classroom and then report on it. For example,

one group of students might poll how many sisters class members have; another group might poll how many brothers they have; the students then report their findings to the class. Have students make their own family tree and talk about it in front of the class. Use pictures of modern rock or movie stars to illustrate an imaginary family tree. Ask the class questions about the persons on the tree and their supposed family relationship to each other:

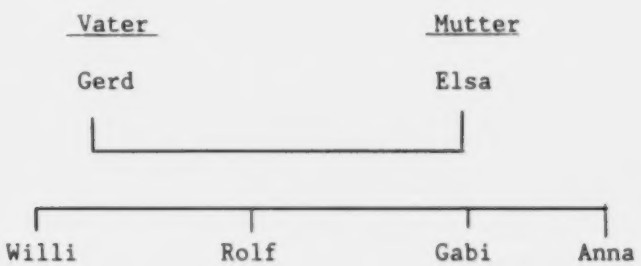
A. Wer ist gross? Wer hat kurze Haare?

B. Wie heisst Utes Tochter? Heidis Mann?

C. Wer ist Katarinas Kusine? Hildegards Mutter?

2. Biographical bingo. Groups. Secondary grades.

Divide students into groups. Each group of students has a simple family tree grid such as the one below:



Each group of students has an envelope containing the same number of cards as there are spaces on the family tree. Each card in the envelope describes one of the family members to be located on the grid. A card is drawn and placed face down in front of each student. The first student picks up her/his card and reads one sentence from it. The second student picks up her/his card and reads a sentence. The students need not read the sentences in the order given on the cards. The game continues until one of the students can identify the father, the mother, the older brother, the younger brother,

and the two sisters. To simplify the game for beginning students, the names of the family could be written on the board. Also, after the game has been won in each group, the winner could quiz the other group members on the attributes of each family member. The teacher could then ask questions about the family to the groups and award a prize to the group that knows them best. an association game can be played with this information and these groups.

Here are some sample cards:

Ich heisse Paul.
Ich bin Pilot.
Ich bin 33 Jahre alt.
Ich fliege das grosse Flugzeug.

Ich heisse Helene.
Ich bin Lehrer.
Ich bin 36 Jahre alt.
Ich arbeite in der Schule.

Ich heisse Michael.
Ich bin Schueler.
Ich bin 16 Jahre alt.
Ich besuche das Gymnasium.

Ich heisse Gretchen.
Ich bin Schuelerin.
Ich bin neun Jahre alt.
Ich besuche die Grundschule.

As the students develop fluency in the immediate family, extended family trees can be included in the game.

Activity: To understand and use terms indicative of the immediate family.

1. Draw simple pictures on the chalkboard or have them ready on a poster or use stick figures. Arrange the family in genealogical order and label family members. Now pose the question, such as

"Wer ist das?" and "Wie heisst sie (er)?", naming each member, i.e. "Der Vater heisst Wolfgang."

2. Add the vocabulary words, die Oma, der Opa. Choose a student to represent each member of the family. Let them arrange themselves and then get them to describe simply their relationship, beginning with the baby, who can say, "Ich bin das Baby. Ich heisse Kirsten. Das ist mein Bruder. Er heisst Kurt." usw.

3. The teacher will now describe a family. As she or he narrates the students draw or label the genealogical chart.

Testing: Repeat Activity 3.

Objective Six: Use Days of the Week and Months of the year in Conversation.

1. Use days of the week and month. Pairs. All grades.

Assign a day to every student. Give them 5-10 minutes to circulate through the class and announce their day to other students. The other students must respond with the following day. Each time an exchange is successful, students exchange signatures which are worth points. This activity may be recycled with months, with the preceding day, or with the questions: "Was ist dein Lieblingstag? Lieblingsmonat?"

2. Use days, months, dates, and weather. Entire class/pairs. All grades.

Hang eight to ten pictures that show definite seasons, weather, people involved in simple activities. Place a number and a day of the week in German on each picture. The teacher discusses each picture in German, saying the day, the date, the weather, and anything else to be observed. Students then turn to partners and describe one of the pictures giving this same information without identifying the number of the picture. Each partner writes down the number of the picture that he thinks his partner is discussing. Keep the exercise simple with expressions such as: "Es ist Montag, der 3. Oktober. Es regnet. Der Junge geht in die Schule."

Objective Seven: Pronounce and identify words describing body parts, clothing, weather, home, food, and shapes with accompanying prepositions.

1. Pronunciation practice. Teams. All grades.

The students play "Gossip" or "Telephone." The first student in the row is shown a picture, and whispers the word to the second student, who whispers what she/he heard to the third student, continuing to the end of the row. If the word is still pronounced correctly by the end of the row, that row or team gets a point. Teams may be rotated so that members sit in different order. This activity may be used with any content and is designed to make students aware of pronunciation in a non-fear-centered activity. This exercise has the added benefit of encouraging careful listening as well as good pronunciation.

2. Content cluster practice. Teams. All grades.

Divide the class into groups or teams of approximately ten in a row. You may wish to furnish each group with a prop, such as a suitcase. One student then begins a chain story modeled on the teacher's introductory phrase: "Ich gehe in Urlaub und ich nehme . . .mit." The student then says one item of clothing, such as "ein Kleid" or "Schuhe." The student then passes the suitcase to the next person. This student must them repeat the phrase including what the previous student said and adding another item of clothing. If a student fails to repeat all the previous articles of clothing he goes to the end of the team row, and the entire group must start over again. The first team to successfully "pack the suitcase" will be the winners and receive a simple prize. This activity could be adapted to much of the content included in this objective: Ich gehe einkaufen und ich will (foods) kaufen. Ich will mein Haus dekorieren. Ich will (rooms) dekorieren.

Activity: To recognize and use the German vocabulary for the parts of the body.

1. As a special activity introduce Der Struwwelpeter on overhead. Then use his body to introduce body parts vocabulary. See the book (Bibliography).

2. Use Richard Scarry's characters to introduce body parts. See the book (Bibliography).

3. Use "Maxi" to get students to draw body parts on the board. Three students approach the board with chalk. Each draws "Maxi" as he is described in the poem. During the part "Maxi, Maxi, Fertig ist der Maxi," the student must rush to complete "Maxi." When the directions are given for the Federhut, the student must draw the Federhut and put his chalk down. The students enjoy seeing each others drawing.

A. Maxi

1) Punkt, Punkt, Komma, Strich (eyes, nose, mouth)

2) Fertig ist das Mondgesicht. (head around face)

3) Hals and Arme, Baeuchlein, Ohren,
Ist er nicht in Wien geboren?

4) Maxi, Maxi, Fertig ist der Maxi,
Nur noch einen Federhut,
Ei, der steht dem Maxi gut.

B. Andere Spiele

1) Do the Hokey Pokey song game.

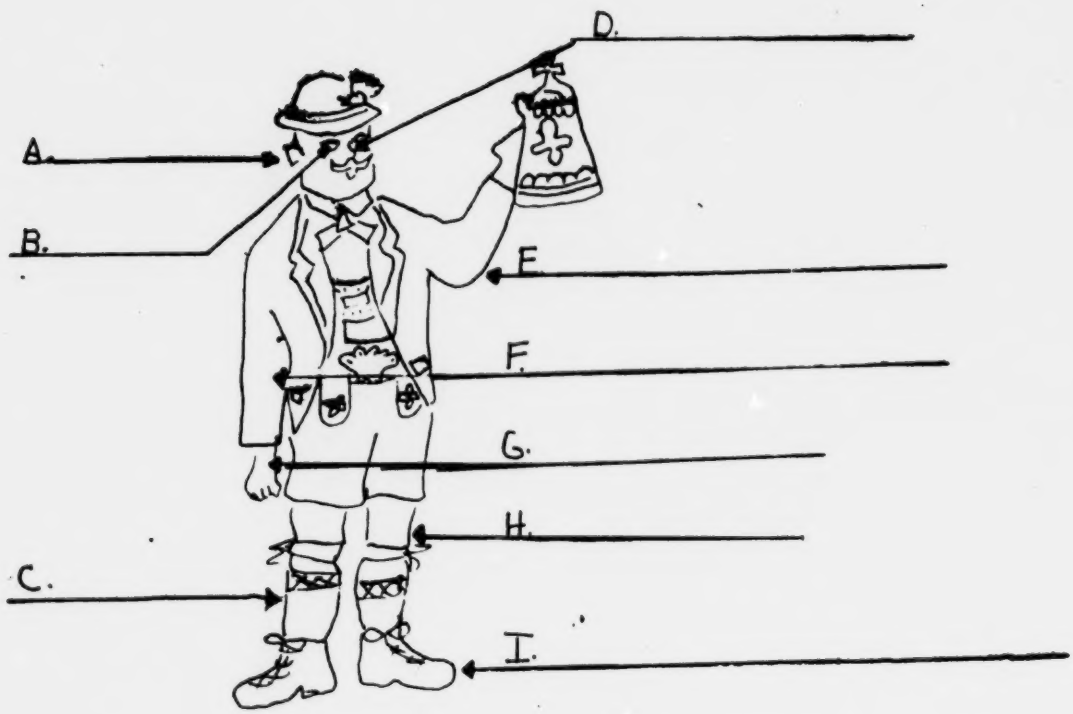
2) Sing the "Head, shoulders, knees and toes" song.

3) Play Simon says.

4) Use clay or other art medium to practice body part vocabulary.

IMAGE MASTER

BODY LABEL TEST SYMBOL - RESPOND



Woerter, die man verwenden soll,

um die Koerperteile oben zu nennen.

das Knie

die Hand

der Fuss

das Ohr

der Ellbogen

die Nase

das Bein

der Arm

die Hand

Activity: Students will be able to name and recognize objects of clothing by name.

1. Give commands and allow students to give commands as to items of clothing to be put on by other students or to be put on dolls or paper dolls.

2. Students in groups trace a member of the group and make a life-size paper doll which they clothe and present to the class with oral list of the clothing worn.

3. "Wieviele Kleider kannst du anziehen" The student puts on as much as possible. Then student or class names each article as it comes off. The team with the most clothing on that can name the clothing as it comes off wins. Thirty second time limit on clothing period works well.

4. Name the clothing they have on in class or at a particular time of day or day of the week.

Testing: Students will recognize clothing as presented to them in picture or realia. From a choice of clothing articles, students will choose the correct name.

Activity: To be able to communicate with memorized material with some sentences.

1. Describe the weather in German using pictures you've cut out. At the same time write key words on the board: warm, kalt, schoen, schlecht,

der Schnee, der Regen, and others. After that have students get together in pairs and tell each other about the weather where they live, or assign the students to describe to each other weather in different parts of the country.

2. College Bowl. Describe different types of weather in German. The team that first knows what you're talking about pushes the buzzer. Or, put a weather transparency on the screen, point to a picture, and have them describe aspects of the picture.

3. They tell you about the weather using English or German words. You write the German word on the board, either nouns, adjectives or verbs. Then have them make a collage of a weather scene anywhere in the world. Next day have five or six of the students get up and describe either their own collage or another person's collage.

Testing: Ask the student "koennen Sie mir etwas ueber das Wetter von heute sagen?"

Activity: Students demonstrate spelling in the following manner:

1. Display and name letters of the alphabet.

2. Distribute letters among students and have letters held on display as named.

3. Sing alphabet song.

4. Spell name of student in German.

5. Try a variety of spelling drills.

6. Display objects that begin with letter named.

7. Use the imagination in teaching the alphabet.

8. Use German handwriting to teach the alphabet to help the students to write and recognize the different letters.

Testing: Have student repeat the alphabet and spell his/her name and other words.

Activity: Food - identify fruits and vegetables and personal taste preferences.

You will need a set of individual pictures of different fruits and vegetables. Introduce or review the name and description of each item while holding up the appropriate picture. For example: Das ist ein Apfel. Ein Apfel ist rund und rot. Oder gruen. Oder gelb. Schmeckt ein Apfel gut? Ja, ein Apfel schmeckt gut! Ich esse gern Apfel. (Pantomime eating--with appropriate facial expressions.) Essen Sie gern Apfel?

After you finish describing each item, place the picture in the chalk tray, leaning against the chalkboard--or tack to bulletin board--so the class can see it. When you have discussed three pictures, ask students to identify (pick up, touch) the picture of a given fruit or vegetable and respond with ja or nein to the question(s) "Schmeckt ein(e) _____ gut?" or "Essen Sie _____ gern?" Repeat after each group of three pictures until you have

finished the set and all pictures are displayed. Then use TPR with individual students, instructing them to manipulate the pictures (e.g. "Stellen Sie den Apfel neben die Banane") or to answer questions such as "Was ist gelb?" or "Was essen Sie gern?" by touching or picking up the picture as you repeat its name. (Students may want to do the naming themselves at this point.) You can also give the description of each item without naming it and have students identify which picture you are describing, either by pointing or naming.

Suggestions: Instead of using pictures, you can use plastic or real fruits and vegetables for this activity. You might also ask students to identify or name which items they eat at a given meal, time of day, or season.

Proficiency Test: Repeat any of the activities, requesting students to name the fruit or vegetable instead of pointing to the picture. You could also have students quiz each other. One more advanced student could describe the fruit or vegetable and another student could name it. Another way to test would be to bring slices or chunks of the tastier fruits and vegetables and allow student to eat what they could name.

Objective Eight: Express Likes, Dislikes, and Feelings.

1. Personal likes/dislikes. Entire class/groups. All grades.

Students create a collage of personal likes and dislikes. Using the collage as a visual and prop, they present their likes and dislikes to the class or

to a small group. For example, a student has written a math problem on his collage poster. She/he shows the poster and explains: "Ich mag Eis, ich liebe Radfahren. Ich mag Mathe nicht, und ich hasse Spinat." This exercise can be simple or complex, depending upon the number of items assigned for the collage. The collage may be prepared in class or at home.

2. An opinion poll. Pairs. Secondary grades.

From a prepared list of statements find students who match the stated opinion and who will initial that opinion as theirs.

Opinion survey:

a. Ich mag Spinat.

b. Ich laufe Schi nicht gern.

c. Ich habe die (die BYU) lieber als (Universitaet von Utah).

d. Ich will keine Kinder haben.

e. Ich mag grosse Autos.

f. Ich mag keine grosse Autos.

g. Ich bin faul.

h. Ich arbeite gern.

i. Ich moechte nach Chine reisen.

j. Ich mag den Regen.

k. Ich habe Punkmusik lieber als klassische Musik.

l. Ich sehe nicht gern fern.

m. Ich liebe meine Eltern.

n. Ich singe gern.

o. Ich habe die Wueste lieber als die Berge.

Activity: Associate feelings with pictures and/or brief descriptions of stories of famous people.

1. The teacher prepares short descriptions of 2-4 sentences to go with pictures of famous people who are known for a particular quality, e.g., "Abraham Lincoln, er findet einen Pfennig. Er bringt den Pfennig zur alten Frau zurueck. Lincoln ist ehrlich." As each picture is shown and the sentences read, the picture is then given to a student. Later students are asked, "Wer ist ehrlich?" The student holding the picture responds, "Abraham Lincoln ist ehrlich." Or the other students point to the picture and respond similarly. Some follow-up questions may be appropriate: Sind Sie ehrlich oder unehrlich? Wer ist auch ehrlich (George Washington).

2. Brainstorming. In order to help assure that various famous people portray the same quality to as many students as possible, it may help to brainstorm. Students name famous people along with the salient quality. The teacher notes the name and the quality (in German) on the board. (Students may respond in either English or German, but the teacher writes only the German word alongside the name.) Later, the teacher prepares appropriate short paragraphs or sentences.

   Variation: The teacher may bring in many pictures and ask the students to say or write the major quality which they associate with each person.

   Variation: Each student brings in a picture of a famous person and a single descriptor (in German or in English).

Testing: Be able to match the quality to the person.

Objective Nine: Pronounce and use Words and Short Phrases Pertaining to Nature.

1. Animals. Teams. All grades.

Students are divided into teams. Each student on a team draws a picture of a different animal. Each team then gives its drawings to the teacher. The teacher calls up individual team members and shows them pictures drawn by another team. The individual team member then returns to his/her team and gives one-word clues (animal, body parts, typical color, other) to help his/her team members identify the animal drawn by the other team. The time limit is variable. The group with the most points or that finishes first will receive a prize.

2. Animals and Habitats. Entire class/groups. All.

After being instructed in the vocabulary, students may be given a visual clue (such as images on an overhead transparency) and asked open-ended multiple-answer questions such as "Welches Tier wohnt im Wald?" Students could also practice logical matches, pairing an animal with its habitat (der Fisch/der Teich) or with its natural enemies (die Hase/der Hund).

Activity: Recognize descriptions of animals. Give descriptions of animals. Understand and use vocabulary related to animals.

1. The teacher describes a fictitious animal to the students. Each student draws the animal and then compares his picture to the picture from which the teacher took his description.

Variation: Each student draws a fictitious animal (with a possible limit of 3-5 animals' parts: front legs of an elephant, right hind leg of a cat, face of a gorilla, foot of a zebra, other). Teacher describes the various concocted animals and each student draws on paper and/or at the board. The students develop German name for the created animal.

2. Tic tac toe. Each student makes a tic tac toe grid and writes in the names of nine animals (with or without gender), in any order. The animals are chosen from a master list which the teacher provides, the list containing 15-20 animals. The students work in pairs, using only one grid, but with each student choosing some of the animals. The teacher then reads clues which describe each of the animals. The clues may be single sentence including the name of the animal, or they may include several sentences without stating the name of the animal. The student who first recognizes the animal being described places his pencil in the appropriate square and puts his mark there. The game stops after the teacher has read all clues. The winner is the one with the most rows of three. Partners check each others papers.

Variations: Each student makes his own grid, rather than working with a partner. The first student to get a row of three goes to the board and writes his name there. When five people have their names on the board, the game stops and the teacher checks to be sure the marked animals have indeed been mentioned. The teacher holds up a picture rather than reading a clue. Each student gives the name and/or a description of an animal. The student may make up his own description, though brief, or the teacher may pass out cards with the descriptions written out for the student to read.

Testing: Draw the animal as described. Mark the correct animal, based on a description or picture. Read the description so that other students can mark the correct animal. Describe an animal briefly.

Further Suggestions:

1. Bingo. Teacher prepares bingo cards (4-8 separate arrangements, or more) with pictures of animals. As the teacher reads clues, the first five students with a full row come to the board and writes the names and genders, if possible, of all the animals. Lists are then checked.

2. Bingo. Students make a bingo grid and write in either der, die, or das in each of the squares. The teacher shows a picture, says the name, or reads a description of the animal. Students write in the name in any square, but it must be the right gender. The first five students with a row list their rows on the board and these are checked for gender accuracy.

3. Each student brings a picture of a pet or other favorite/unusual animal and describes it, using present vocabulary, to the class or a partner. Students may look up words beforehand. Variation: The student shows the picture to the class and the class brainstorms (some English accepted, but the teacher writes only in German on the board). Variation: Partners exchange pictures and explain and/or ask questions of each other.

4. Contest. Teacher reads a description of an animal to two students. The

first one who says it, in German, with or without gender, wins. Variation: The teacher hangs pictures of the animals around the room, with numbers. The student states the number of the picture when the teacher describes it. Variation: Teacher prepares or makes up on the spot several clues, beginning with the least obvious, which is worth 5 points, another somewhat more obvious, which is worth 3 points, and a third, which is very obvious, worth 1 point.

5. Games in partners or teams. A picture of an animal is shown along with the instruction: Geraeusch, Aussehen, Gebrauch, or Freie Wahl. The student must then give a word which describes the animals sound, or describes its appearance, or tells how it is used by man (or in nature), or any one of the three, e.g., Loewen/bruellen/Maehne/zoo or jagen.

Picture: Lion

Namen: Loewe
Geraeusch: bruellen
Aussehen: Maehne
Gebrauch: Im Zoo oder als Ziel der Jagd.
Freie Wahl: (to decrease the population of zebras).

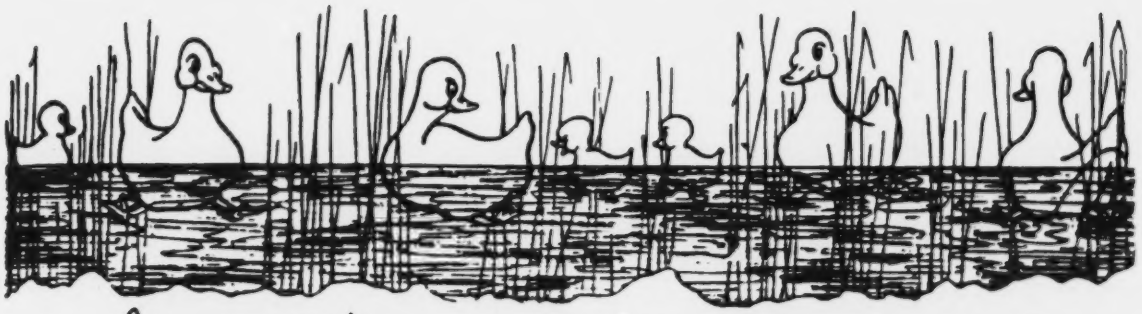
Activity: Recognize animals and use the German names for them.

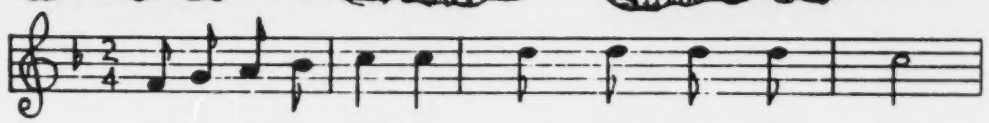
1. Take a field trip to a farm or zoo. identify vocabulary by flash card. Practice vocabulary orally. When you return to the classroom use any art medium to get the students to reproduce the animals and pronounce their names.

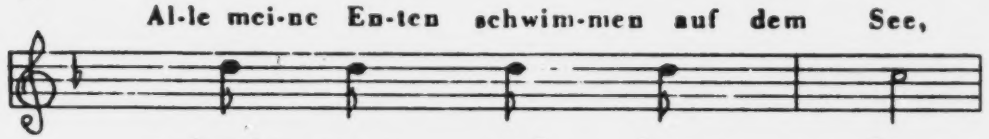
II. Songs.

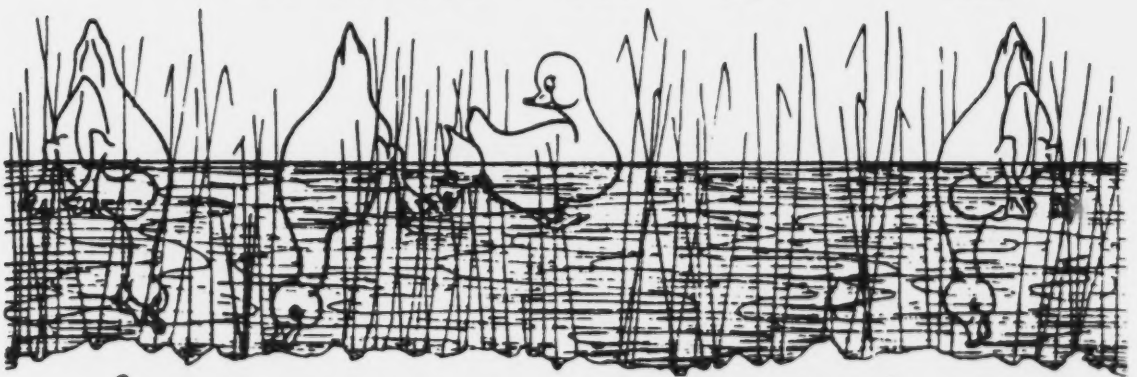
A. Songs for Children.

1. *ALLE MEINE ENTEN*









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2. Have students manipulate small plastic animals by following directions given by the teacher or by another student. Example: Machen wir einen Bauernhof. In dem Bauerhof haben wir einen Schweinestall. Die Schweine und Ferkel sind in dem Stall. Zwei Kuehe sind ausserhalb des Stalles, links. Zwischen den Kuehen sehen wir einen Schaefferhund. Rechts vom Stall ist die Entefamilie.

3. Sing songs with animal vocabulary in them. Have show and tell with pets describing animal in target language.

4. Play animal charades.

5. Use animal pictures for a "safari Hunt" in the classroom.

Activity: Find the appropriate items, using information in German.

1. Scavenger hunt. Teacher prepares one or more lists of items, using a sentence to describe each item. The master list may include 20-40 items. The list for each group of students includes possibly 8-10 items, but each group has a list somewhat different from the lists in the other groups. During class the students in each group decide who will be responsible for each item. Students write one additional descriptive word or sentence about the items collected and bring the objects and the words (sentences) to class. Students share their items and words via show and tell, either in their groups or for the entire class. Items included could be: twig, blade of grass, spider, pebble, other, and each list could include one or two items not yet discussed.

Objective Ten: Use Terms Needed for Giving Directions (to School, Church, and Store).

1. Giving directions. Pairs/groups. All grades.

Students may work in pairs or groups, depending on how many blindfolds are available. Each blindfolded student has either a partner or other group members (if possible, keep groups below 6), who will direct them around the room or around the school by using commands such as "Rechts abbiegen, geradeaus, zwei Schritte weiter," etc. Students may take turns being blindfolded.

2. Giving directions using maps. Pairs. Secondary grades.

Paired students are given two versions of a map, one with the "A" version and one with the "B" version, and they have to direct one another to localities on the map. For example, the "A" map has several locations identified that the "B" map is missing, and vice versa. "A" may direct "B" to "die Baeckerei," so that "B" can label his/her map and then "B" may direct "A" to "die Post," so that "A" can complete his/her map.

3. Directions. Entire class/groups/pairs. All grades.

Students are asked to imagine that they have invited a classmate to their home after school. The classmate has to stay after school for an activity and cannot accompany the student who makes the invitation to his house. The student must then describe to his/her classmate how to find his/her house from the school building.

Activity: Students will use memorized terms needed for giving directions, e.g., to school, church, and store, other.

1. After teacher gives TPR commands, geh rechts, links, usw, have students command others.

2. Use a map or make the classroom into a replica of a city and have the students direct each other to go places in the city.

3. Have a student direct a blindfolded person through a maze. (Maps and diagrams could be obtained or made of the school, community, Germany, other.)

4. Draw a map of Germany to scale on floor. (Check with the principal and custodian for permission and help. See example at Box Elder High School.)

Activity: To familiarize students with European geography via the Kennzeichen on automobile license plates.

1. Learn the Kennzeichen for the main European countries, such as DK is Denmark, D is Germany, CH is Switzerland. etc.

2. Learn to distinguish the various German cities by license plate, such as HA from Hamburg.

3. Let each student create his or her own Kennzeichen for the family, the

school, the city, the state, or the nation. Make these the basis for a bulletin board, oral report, and a conversation.

Testing: Match the signs to the correct country or city, for example: DK is for Denmark.

Objective Eleven: Use Money and Tell Time.

1. Using German money. Pairs. Secondary grades.

Line up visuals or use an overhead transparency of items to be purchased on the first day of a trip to Germany: Kuchen, Kaffee, Cola, Zeitung, other. Affix prices to the items, using whole numbers up to 20 DM. Students work in pairs. One student plays the role of the customer and asks: "Wieviel kostet es?" The other student plays the role of the waiter or salesperson and replies using the attached price: "Das kostet _____ Mark." roles are then reversed for practice.

2. Guessing prices. Pairs. All grades.

Place a covered or hidden price tag on objects for which students already have vocabulary (clothing, cafe drinks, other). Pass tagged items from pair to pair as the exercise proceeds. Pairs take turns asking each other what items cost: "Kostet es _____ Mark?" Partners then look at the hidden price tag and answer: "Ja, es kostet _____ Mark." or "Nein, es kostet _____ Mark."

3. Twelve/twenty-four hour time. Teams. Secondary.

This exercise can be practiced after the basic twelve hour time system has been mastered and the twenty-four hour system introduced. The teacher prepares a packet of 25 cue cards giving the time for each hour of the day as it would be listed on an official German train schedule: 0.01, 1.00, 2.00, etc., up to 24.00. The cue cards are then arranged so that the more difficult times of the afternoon and evening hours are interspersed with the easier morning hours. The students are divided into two teams. They are told that they are playing the game "Gute Reise!" and are telling their friends the time they will catch a train for a trip in Germany. The teacher shows the first time-card to the class. The first student on Team A must correctly read the official time his train leaves and then restate his departure in informal time: 13.00 Ich fahre um dreizehn Uhr ab; das ist ein Uhr nachmittags. If the Team A student is unable to correctly state his departure time, his team receives a minus point, and it is the turn of the first student on Team B to state the time correctly. If the Team A student states the time correctly, the teacher shows another time card and the first student on Team B attempts to read it. Plus and minus points are recorded on the chalk board as the game progresses and the team with the highest score wins the game.

Activity: To recognize and use currencies of a specific German-speaking country in real life situations.

1. Show students samples of money from BRD, Oesterreich, Schweiz, plus DDR if possible. Real samples would be fine. If not, then draw facsimile

currencies. Introduce the commonest denominations, such as Mark and Pfennig for BRD> The students should be able to recognize the money of each country and in each instance, answer the question, "Was ist das?" Wieviel ist das?

2. Geld wechseln. Write the basic conversation for this transaction: "Ich moechte Geld wechseln, usw." Learn to use these expressions. To help students memorize these sentences play Currency-Exchange Baseball.

3. Geld wechseln again. this time Austrian or Swiss currency will be used.

Testing: Each student will exchange American money for Swiss, Austrian or German currency, with a bank clerk, who usually looks a lot like the teacher. He will also tell each student which currency he will request.

Activity: Students demonstrate understanding of time by answering questions using vocabulary appropriate to level.

1. Bring in a clock or use the clock in the classroom.

2. Provide xeroxed clocks so students can draw in times.

3. Describe things that happen at various times of the day.

4. Describe parts of day: Morgen frueh, morgen abend, nachmittag, usw. Arrange them in order.

5. Teach times of day with symbols.

6. Use different times of day to discuss culture - zweites Fruehstueck, Kaffee trinken, usw.

Testing: Since functional ability on the novice level is limited to repetition of memorized material, questions should be answerable with simple responses.

Objective Twelve: Talk About Routine Activities and a Simple Daily Schedule.

1. Routine activities. Entire class/pairs. All grades.

This exercise can be done after the present tense of basic reflexive verbs has been presented. Assign students to make a drawing of a routine activity. You may wish to make a list of such activities on the chalkboard and assign each student an activity to draw in order to avoid duplication. When the drawings are ready, first have each student stand and explain in German what he has drawn: Ich stehe auf, ich gehe in die Schule, ich esse, ich lege mich hin, etc. Next, divide the class into pairs. As the drawings are passed from pair to pair, students practice a simple dialogue:

A: Was machst du?

B: Ich stehe auf. Und du?

A: Ich auch. Ich stehe auf.

2. Simple daily schedule. Entire class/groups. All grades.

First distribute drawings portraying routine activities to the class (see exercise one above). Have each student stand and announce to the class the

routine activity his drawing shows: Ich stehe auf, ich gehe mit dem Hund spazieren, etc. next, divide the students into groups of four or five. Students exchange drawings and arrange them in a logical schedule. A time tag is added to each activity. At the end of the time limit (three minutes), each group stands and presents the activities as they have arranged them:

A: Ich stehe um sieben Uhr auf.

B: Ich gehe um acht Uhr in die Schule.

C: Ich esse zu Mittag (um zwoelf Uhr).

D: Ich gehe um drei Uhr nachmittags nach Hause (um fuenfzehn Uhr).

If time permits, organize progressively larger groups of students (ten, twenty, entire class) and instruct them to repeat the activity with increasingly more complicated schedules. Be sure the students exchange pictures each time a larger group is formed.

Activity: Students give their daily routine activities orally.

1. Display pictures showing a routine; getting up, brushing teeth, bathing, showering.

2. Create dialogue of what people do in a routine.

3. Create flash cards of a routine, mix up the cards, have the students arrange the cards correctly.

4. Pantomime (charades) verbs associated with daily routine.

5. Questions extending into the intermediate level should begin with such words as Wann, wie, wo, wer, and activities extending into the advanced level should begin with Beschreiben Sie and erklaeren Sie.

Testing: Since functional ability on the novice level is limited to repetition of memorized material, questions should be answerable with simple responses, yet, elicit as much as the student knows.

Activity: Students demonstrate use of the calendar by orally using appropriate vocabulary.

1. Use numbers orally in giving dates.

2. Use the names of days and months.

3. Give the dates for each student's birthday orally and let students make birthday cards.

4. Draw pictures of the seasons and have students talk about the months within the seasons.

Testing: Since functional ability on the novice level is limited to repetition of memorized material, questions should be answerable with simple responses. The imagination is very effective in teaching the calendar. Let any possibility be used to complete or test the objective.

Objective Thirteen: Describe People, Places, or Things Pertaining to: Occupation, Hobbies, Sports, Games, Meals, Health, and Transportation.

1. Games/sports. Entire class. All grades.

Students are given a picture of "the complete athlete" or shown the picture on an overhead. They then try to list all the games/sports in which the "Complete athlete" participates. This activity can be expanded by having students tell whether or not they participate in the same sport: Er laeuft schi. Ich kann schilaufen./Ich kann nicht schilaufen.

2. Occupation, hobbies, health, etc. Pairs. Secondary grades.

Students are given a "Jemanden finden, der . . ." sheet. These sheets could review any topic or a variety of topics:

a. Occupations: Jemanden finden, der Ingenieur/Feuerwehrmann/Schauspieler (etc.) werden will.

b. Hobbies: Jemanden finden, der Briefmarken/Puppen/Toepfe (etc.) sammelt.

c. Health: Jemanden finden, der die Grippe/eine Erkaeltung/eine Operation (etc.) gehabt hat.

Students circulate, asking the appropriate questions in German, and try to get their sheets filled with signatures. Signatures are worth points, and should not be written unless the question was asked in German.

3. Transportation. Teams. Secondary grades.

The Complete Athlete

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Using either words or pictures, establish two identical sets of modes of transportation. Tell the class they are going to play a speed game called "Wie gehe ich?" and pass out to each student a word or picture. Each team must have the same words and be even numbered. The teacher calls a cue such as "Fuss" and the two students on Teams A and B who have the picture or word for "Fuss" must respond, "Ich gehe zu Fuss." The first one to answer correctly gets the point. After calling four cues, tell students to exchange their pictures within their team. They will then self-teach the new answer they must be prepared to make and all are again eligible to answer. Even if the teacher repeats a previous cue, another set of students will be making the new answer. Possible cues and answers follow:

Fuss -- Ich gehe zu Fuss.

Fahrrad -- Ich fahre mit dem Fahrrad

Auto -- Ich fahre mit dem Auto.

Bus -- Ich fahre mit dem Bus.

Flugzeug -- Ich fliege (ich fahre) mit dem Flugzeug.

U-Bahn -- Ich fahre mit der U-Bahn.

Strassenbahn -- Ich fahre mit der Strassenbahn.

Activity: Describe vehicle orally and give activities possible with the vehicle.

1. The teacher describes various types of vehicles. Each student draws the appropriate vehicle. The teacher may embellish the description, for example, the vehicle has a spotlight on the driver's side, or there is a stripe along the side.

2. TPR - get into and out of a car, canoe, bike, bus, with the teacher stating and emphasizing each movement in some detail.

3. The teacher writes categories on the board, e.g., fliegen, auf Wasser, mit Raedern, benzin, etc. Students then take turns listing various types of vehicles which fit into the various categories, with some vehicles being listed several times. Students brain storm first as to which categories could be listed.

Activity: Use the names of various occupation in activities.

1. Teacher and students will find pictures of various occupations. Use these pictures to introduce students to names associated with the occupations. Discuss the clothing worn in each profession. This would be a good review of color and even shapes. Mention any special tools used or items worked on, for example, the wrench can be associated with the mechanic or the race car driver.

2. Personalize by asking students what professions their parents work in. Also, have them think of professions they are interested in. Discuss these as a class. Have each student talk about what tools and clothing would be worn as a review. Pantomime activities associated with jobs as a guessing game.

3. Play twenty questions. Have the teacher or a student pick a profession and the class has twenty questions to guess the answer correctly. Questions on the novice level would be simple and relate to tools and clothing as discussed in class.

4. Once you have used the pictures for introduction they can be used again for basic review. Pictures can be held up and students ask, "Was ist er von Beruf?" This can be played as a game, dividing the class into teams.

5. True and false questions. Describe the profession and then ask, "Bin ich _____?" Students would answer ja oder nein.

6. Bingo can be used. Students cover the picture of their own Bingo picture card. Teacher would need to give them the names to choose from. Words can be used on the cards and the pictures can be flashed on the screen with oral descriptions given by an audio cassette. (Video cassettes can be used for the entire process.)

Testing: Ask students to identify professions from tools, clothing worn, items associated with occupation. Multiple choice is possible.

Activity: Recognize and describe orally illnesses and remedies using vocabulary associate with health and fitness.

1. Point to different parts of the body. Say "Mein Kopf tut mir weh." Talk about the symptoms for illnesses and what you should do if you become ill. Have them pretend they are doctors and prescribe the remedy for each illness.

2. Learn about the different kinds of health foods. This ties in with the food unit. Try to determine which foods are good for the body and which

foods are not. Teach vocabulary for aerobics and have them try listing the foods they eat in a day and the exercise they get.

Activity: Name and describe hobbies, sports, and games and the activities involved in each and when, where, and how one is involved in them.

1. Use pictures or realia from each sport and ask them what sport it is. Then write correct German word on the board. Then model frequency expressions with each sport such as: "Ich spiele _____ gern, Ich laufe gern," usw. Hold up realia one more time for review.

2. Ask "Welchen Sport haben Sie gern?" Class members answer and tell you which sport they like. You write their answer on the board in German, with their name i.e., "Peter angelt gern" or "James laeuft gern Schi." Then erase the name of the student and ask "Wer reitet gern?" Students in the class give you the answer. this is an association game.

3. Cut pictures out of magazines of famous sports figures in U.S.A. and a few in Germany. Ask students what sport he/she plays and a little about each sport. After that have them get together in pairs and tell a little about their favorite sports figure and the sport he plays.

4. Do similar activities for hobbies and other games.

Testing: Ask the student "Welchen Sport haben Sie gern?" and "Koennen Sie mir etwas ueber diesen Sport sagen?"

INTERMEDIATE LEVEL SPEAKING ACTIVITIES

Description: The intermediate level is characterized by the student's ability to (a) create with the language by combining and recombining learned elements, though primarily in a reactive mode; (b) initiate, minimally sustain, and close in a simple way basic communicative tasks; and (c) ask and answer question. Students at this level can write short, simple letters and take short notes such as telephone messages. They can read simple connected texts dealing with a variety of basic social needs. (Often the student at the intermediate level in speaking and writing is at the advanced level in reading and listening. See ACTFL Proficiency Guidelines.)

Standard One For Intermediate Level

A standard is a broad description of a task to be accomplished through language use. Standard one intermediate students are learning to initiate, respond to, and maintain conversations about survival needs and social conventions in the target language.

Objective One: Use Numbers (beyond 100, Decimals, Dates and Years, Cardinal and Ordinal Numbers).

1. Problem solving with numbers. Entire class/groups. All grades.

The teacher presents money problems to be solved by the entire class: "Sie haben 125 DM. Sie kaufen drei Buecher fuer 12,50 DM; 8,75 DM, und 3,80DM. Wieviel bezahlen Sie? Wieviel haben Sie uebrig?" For further practice,

organize the class into groups of six. Give each group a packet of cards. The first card states how much money the group has. The next three cards state items they have purchased and how much they cost. The fifth card calls for the total amount expended. The sixth card calls for the balance. The groups must solve their problem together and report their solution as a group to the class.

2. Travel budget. Pairs. Secondary grades.

Give students a form on which they can list items of expense for a trip. Student can role-play the trip. Student A plays the traveling salesman (der Geschaeftsmann) who reports to student B, his boss (der chef). Student B will accept, approve, question, or reject the expenses presented by A who tries to justify them. This may be acted out in front of a video camera or simply in front of the class.

3. Ordinal numbers. Groups. Secondary grades.

The students, in groups, solve logic problem involving, for example, who came in first in a race. Students can be helped to visualize the solution by wearing the runner's name tags and placing themselves in the order indicated in the problem:

Runners: Heinrich, Peter, Julianna, Christian, Andreas, Erika, Petra.
Wer gewinnt? (The answer is ?????) Peter kommt vor Christian. Petra kommt nach Julianna. Heinrich kommt vor Peter. Erika kommt nach Julianna. Julianna kommt vor Christian. Peter kommt vor Julianna. Petra kommt nach

Andreas. Andreas kommt vor Erika. Christian kommt zwischen Julianna und Andreas. Julianna ist nicht die zweite. Erika ist nicht die vierte. Petra kommt nach Erika. Julianna kommt zwischen Peter und Christian. Heinrich kommt vor Julianna. Andreas kommt zwischen Christian und Erika.

When the group has solved the problem, they can practice ordinal numbers by indicating the order in which the runners finished: Petra kommt zuerst, etc. If a different problem is given to each group, then each group in turn could present its solution to the entire class.

4. Dates and holidays. Entire class. All grades.

Create a large wall calendar to be posted for each month of the school year. Begin each week with "Montag." Create a large black movable circle with which to indicate each subsequent date. With large blue circles, indicate the official German holidays (see Feiertage in Deutschland). You may also wish to circle American holidays with red. Integrate the calendar into a daily class warmup procedure by asking questions such as: Der wievielte ist heute? Welchen Tag haben wir heute? Welchen Monat? Was ist Ihr Lieblingstag? Was ist Ihr Lieblingsmonat: Warum? Wann ist der naechste Feiertag in Deutschland? und hier? Wo sind Sie am Donnerstag? am Samstag? The calendar could also be marked with various weather symbols and used as a basis of discussion for each month's local weather pattern.

Objective Two: Use Formal Introductions, Greetings, and Conversation Involving Varied Social Graces and Courtesies (Formal and Informal Address).

1. Formal/informal introductions. Pairs. All grades.

First, students interview one another and then introduce each other to the class using an informal introduction: "Das ist Paul. Er kommt aus Helper in Utah in den Vereinigten Staaten. Er spielt Basketball." Students then compile information on an adult they know and admire. They bring a picture of the adult and introduce that person to the class, using a formal introduction: "Ich stelle Ihnen Ronald Reagan vor. Er ist Praesident der U.S.A. Er kommt aus Kalifornien."

2. Courtesy in formal/informal address. Pairs. All grades.

This exercise reviews common classroom objects. The teacher models formal, informal, and singular, plural commands:

Gib mir das Buch, bitte. (singular familiar)

Geben Sie mir das Buch, bitte. (polite, singular or plural)

Gebt mir das Buch, bitte. (plural, familiar)

The teacher reviews with the students the various situations in which the informal versus formal command forms are used. Students then work in pairs and ask each other for things in the classroom. Each pair must also decide what object to ask from the teacher. After five minutes of practice, each pair must perform their commands to each other and to the teacher in front of the class.

3. Formal/informal conversations. Entire class/pairs. Secondary grades.

Students have practiced various formal situations, such as addressing a

policeman or entering a shop to make a purchase. They have also practiced informal situations, such as talking to a child or another student their own age. Give groups of students cards on which situations are typed in simple German. Have students role play to solve problems or complete tasks.

Objective Three: Use Acquired Active Vocabulary to Manage Basic Survival Situations, E.G., Meals, House, and Neighborhood, Public lodging, Time, Simple Instructions (Route directions), Transportation, Routine Commands (Customs, Police, Medical Emergencies), Banking, Shopping, Postal Service, State of Health, and Biographical Information.

1. Shopping for meals. Pairs. Secondary grades.

Assign a word or give a picture of the word to each student. Students will work in partners and move throughout the room making the following exchanges:

A: (Schockolade) Ich esse Schockolade gern.

B: Kaufen wir Schockolade.

A: (Eis) Ich esse Eis gern.

B: Kaufen wir Eis.

After students A and B have completed their exchange, they move on to other students. Signatures can be exchanged for points. The negative forms could also be practiced:

A: Ich esse eine Zwiebel nicht gern. Plural

B: Kaufen wir keine Zwiebeln.

2. House and neighborhood. Entire class. Secondary grades.

Review and practice vocabulary for preparing meals, shopping, asking

directions, introductions, housing, and setting the table. Students will role play the following situation: The Schatz family has just moved to a new neighborhood and they have bought a new house. They want to get to know their new neighbors, so they have invited them over for dinner. In this activity all the students are participating as members of the Schatz family, as neighbors, as shopkeepers, or as persons giving directions. Let the students choose which role they want to play. Divide the class into groups according to roles and allow time for careful planning and coordination before actual role playing.

3. Public lodging. Pairs. Secondary grades.

Each student is given a list of symbols for German hotel accommodations. She/he is also given a 5 x 8 index card. At home, the student selects any four symbols and draws the same four symbols on the left side and the right side of her/his card, which she/he then cuts in half. The teacher collects the cards from half the students, shuffles them, and distributes them randomly to the students. Students must then ask questions of each other until they are paired up as roommates. For example, students having the matching cards #1 would ask:

Hat das Hotel ein Telefon?

Ja, es hat ein Telefon.

Gibt es ein Restaurant?

Ja, es gibt ein Restaurant.

Hat das Zimmer eine Klimaanlage?

Ja, das Zimmer hat eine Klimaanlage.

Na, wir sind Zimmerkollegen!

Once the students understand the game, the teacher collects and distributes the other half of the cards that have been prepared and repeats the game. Students who asked questions during the first game should answer during the second.

4. Time: 12/24 hour systems. Pairs. Secondary grades.

Review the twelve hour time system. Assign each student to write out his usual Sunday schedule. Next, review the twenty four hour system on the right side. Encourage the student to use different writing styles and media in preparing each list so that the matching lists are not visually apparent, i.e., prepare one side in cursive and the other in print. The teacher now collects the matching lists from half of the students, separates them, shuffles them, and distributes a list to each student. Students must now ask and answer questions in order to find their "brother" or "sister" who shares the same Sumday schedule. Once the match has been found, each pair could report to the class on its supposed Sunday activities. The activity could then be repeated with the lists prepared by the other half of the class.

5. Simple instructions for route directions. Groups. Secondary Grades.

Students are divided into teams of four or five, and one member of each team is chosen as the driver (Taxifahrer). The drivers sit away from the rest of

the group. One of the remaining members is chosen as the courier (Botschafter). The remaining members are given a simple map of Berlin with a starting point and a destination marked. The drivers are given a copy of the same map with no markings. The group members will attempt to direct the drivers, through messages relayed by the couriers, from the starting point to the finishing point, choosing the fastest possible route. The teacher may decide to assign each team different starting/finishing points, or use the same for all groups. If different points are used, be sure they are roughly equivalent. The winning team is the one which navigates the course most quickly.

6. Service station needs. Pairs/small groups. Secondary grades.

Discuss with students what they would need to say at a service-station in Germany if they were driving in that country. Some German expressions they might need are:

Volltanken mit Super/Normal/Bleifrei, bitte.

Ueberpruefen Sie den Oelstand/die Reifen, bitte.

The teacher now prepares a set of cues to indicate service station needs using pictures or drawings or photographs or slides. These needs are presented on an overhead or on the chalkboard. Divide students into pairs or small groups (three or four). One student in each group role-plays the attendant (der Tankwart) at a station in Germany. The other students role-play a family vacationing by car in Germany. The "Tankwart" wishes to be helpful but is very busy. Restroom and restaurant needs can be added to the automotive ones. After the role-playing has been perfected, the skits can be presented to the entire class.

7. Routine commands. Customs inspection. Teams. Secondary grades.

Explain to the class why countries have customs inspections and what customs agents might ask you to do when crossing a frontier. Introduce German vocabulary needed for customs inspection. Tell the students that they are to receive a very strict customs inspection: Paul, a young American who has been studying in Germany, is crossing the Swiss border near Zurich. The customs agent asks many questions and gives many commands because another young American is suspected of smuggling drugs on the same train. Points could be awarded to the group with the best dramatization, pronunciation, an the like.

8. Routine commands: Police. Pairs. Secondary grades.

Review the courtesy formula, "Koennten Sie. . . ?" "Koennten Sie mir bitte helfen?" "Koennten Sie mir bitte zeigen, wo das Polizeiamt ist?" Discuss possible situations in which one might need to ask a policeman for help. Situations mentioned would probably include asking for directions, for help in finding an address, reporting the loss of car keys, passport, traveler's checks, reporting suspected theft of such items, and others. Model for students the correct way to address a German policeman in such circumstances: "Entschuldigung, bitte. Koennten Sie mir bitte helften? Ich suche die amerikanische Botschaft/das Hotel Schoenewald. Ich habe meine Autoschluessel verloren/mein Kreditkarte/mein Geld. Ich glaube, jemand hat mein Auto/meinen Ausweis gestohlen." On the chalkboard or an overhead, draw the items that could cue requests for help from a policeman: Keys, credit card, German money, passport, and the like.. Divide students into pairs and have them practice role playing the policeman and the distraught tourist. Have them

exchange roles. When a pair of students think they have mastered the exercise, they could present it to the teacher or before the class for points.

9. Routine commands? medical emergencies. Teams. Secondary grades.

Prepare two sets of 5 x 8 inch index cards. Write medical emergencies and appropriate procedures on the cards. Since accuracy with these terms can be difficult, you may wish to use German cue cards and pictures for the reinforcement phase of this concept and use English cue cards or pictures for testing. Possible vocabulary could include:

Medical Emergencies	Emergency Procedures
der/die Verwundete	die Polizei anrufen
der/die Tote	der Krankenwagen
eine blutende Wunde	die Wunde einwickeln
ein Schnitt	aufdecken
der Brand	"Hilfe!" schreien
gebrochene Schulter	das Riechsalz
gebrochenes Bein	
sich das Fussgelenk oder Armgelenk verrenken oder verstauchen	
in Ohnmacht fallen oder ohnmaechtig werden	

Divide the class into four teams. Tape or pin the cards for the medical emergencies on two teams; distribute the cards for the procedures to the other two teams. Students now imagine that a bus accident has happened on the German Autobahn. Another bus has stopped to help the persons hurt in the accident. The two teams of "hurt" students lie on the floor and loudly

verbalize the injury indicated by the card taped to them: Ich bin verletzt! Meine Hand ist gebrannt! Meine Schulter ist gebrochen!, and the like. Students with the emergency procedure cards now scramble to match their procedures with the appropriate conditions; arguments might develop but one procedure must be found for each emergency. When all emergencies have been matched by a procedure, the students with the procedure cards must verbalize the emergency and give a command using this procedure: "Dieser Mensch ist in Ohnmacht gefallen! Geben Sie ihm Riechsalz." Each set of two teams practices role-playing. The teacher could compare the role-plays and award a prize to the teams that finish the exercise with the greatest speed and especially the most German spoken.

10. Banking. Entire class/pairs. High school grades.

Review numbers. You may also wish to present or review German handwriting of numbers, and how currency amounts are written in German. Present vocabulary for banking. You may also wish to explain the exchange rate system and the procedures peculiar to the German system. For instance, most banks are open only in the morning during the weekdays and just a couple of afternoons in the week. There are separate windows for making transactions and for receiving cash (an der Kasse). Present dialogue on banking. Divide students into groups or pairs to practice it. Appoint three students to play roles of the three bank employees in the dialogue. Set up the windows for the different transactions (der Schalter, die Kasse). You may wish to use appropriate props (i.e., copies of German currency). Recycle the exercise in several ways. Check the actural exchange rate over several weeks and have the students practice exchanges

of various amounts of dollars against the Federal German Mark. Do not neglect Swiss and Austrian circumstances.

11. Shopping. Entire class. All grades.

Review the exchange rate and how German currency amounts are written. Have students stand in facing lines. One line holds pictures of items; the other holds prices written on a card or piece of paper. Students then practice a guided dialogue:

Wieviel kostet das?

Es kostet _____ Mark.

Das ist zu teuer!/Das ist preiswert!

Students exchange cards and roles.

12. Shopping and banking. Entire class. Secondary grades.

Establish a market day when students buy and sell items they have made. This works very well with food items. Give each student an equal amount to spend (500 DM) in German play money. Divide the class into two equal groups of buyers and sellers. After twenty minutes or so, have the students exchange roles for an equal amount of time. At the end of the exercise, those students with the largest profit will have sold the most popular items. This activity will involve questions such as:

Was haben Sie zu verkaufen?

Wieviel kostet es?

Haben Sie Kleingeld fuer _____ Mark?

Remind students to use the normal courtesy expressions for shopping such as "Guten Tag" and "Auf Wiedersehen" to the salesperson; "Ich moechte" and

"bitte" during transactions. As an extended activity, students could fill out bank deposit slips with the amounts of German currency to be deposited into their Konto:

_____ 10-DM Scheine _____ 1-DM Stuecke

_____ 50-DM Scheine _____ 5-DM Stuecke

Gesamtbetrag:_____

Name_____ Datum:_____

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13. Postal service. Pairs. Secondary grades.

Teacher presents vocabulary for the German postal system. The students are shown how an envelope is addressed in Germany, with the postal code written before the name of the city (and after the name of the city if it is a large city) and the return address written on the back flap of the envelope. Students are assigned to prepare an envelope or small package to be sent from a German post office to a destination in Germany, Switzerland, Austria, or the United States. Mail items are then weighed in a metric scale and their weight noted on the upper right-hand corner of the envelope/package. If a scale is not available, an appropriate weight is guessed and indicated. Mail items are collected by the teacher; students now play Postamt by sitting face to face in an inner and outer circle. Students sitting in the inner circle play the Postbeamte and receive a copy of the Posttarife for Germany. The teacher distributes letters and packages to the students on the outer circle. Each facing pair of students now practices a conversation in which

the type of mail, its destination, and postage cost according to weight must be considered:

Simon: Guten Tag. Ich moechte diesen Brief pen Luftpost abschicken.

Beamte: Ihr Brief wiegt 20 Gramm. 2 Mark 10, bitte.

Simon: Also, 5 Mark, bitte.

Beamte: Danke, Sie bekommen 7 Mark 90 zurueck.

Postal items are passed to the right as each pair of students completes the dialogue. Periodically, the inner and outer circle students should exchange places. The teacher may also wish to stop the exercise periodically and ask several pairs of students to role-play for the entire class. Since not all the postal items prepared by the class may be used for the first exercise, this activity could be recycled by repeating the exercise with the other items at a later date. The conversation could be expanded by having the students register the mail and adding the registration cost to the postage cost:

Simon: Ich moechte den Brief eigentlich einschicken.

Beamt: Dann muessen Sie dieses Formular ausfuellen und 5 Mark 80 noch dazu bezahlen. Das macht also 7 Mark 90, bitte.

Simon: 10 Mark, bitte.

Beamt: Danke, 2 Mark 10 zurueck.

German stamps could be awarded to those students who become the most proficient at this exercise. This material could also be included in a unit on writing letters to German pen-pals.

14. State of health. Pairs. Secondary grades.

Establish a list of medical problems or emergencies that doctors may encounter. Create a team of doctors in the class. Make cards describing the

symptoms of several common illnesses. Pass out the symptom cards to the members of the "sick" team and instruct the class to play their roles. The doctors ask the patients questions and make their diagnosis. Here are some sample content for symptom cards:

1. die Grippe: Ich niese. Ich habe Fieber. Ich bin sehr muede.
2. einen Kater haben: Ich war gestern abend bei einem Freund und habe zu viel getrunken.

15. Biographical information. Groups. Secondary grades.

Divide students into groups of six. Tell them that each one of them in turn is to pretend that he is attending school in Germany for a year and that he will also be an assistant to the English teacher of the school. The other members of the group are to role-play the principal and faculty members of the German school. They are to ask the American exchange student questions about his age, family situation, work experience, and, of course, other questions. Have students create an interview form. Students are to list the name of each student in their group on the interview form and check off items as they proceed. For reinforcement, the teacher could circulate from group to group and ask the students the same questions about each other in the third person. This same exercise could also be done without the role playing context as a get-acquainted activity.

Topic: Home - describe different kinds of dwellings and their functions and purposes through questions and answers.

Activity: Collect exterior and interior pictures (and possibly floor plans) of various kinds of homes, including an apartment (or apartment house), a

single family home, a duplex, a vacation home or cabin, a farmhouse, a hotel, a youth hostel, a mansion, a tarpaper shack, the Taj Mahal, a medieval castle, etc.

Divide the class into as many groups as there are kinds of dwellings (preferably no more than three students to a group), and give each group the appropriate picture(s). Ask each student in the group to compose questions a reporter or interviewer might ask to gather information about the dwelling itself (age, location, number and kind of rooms, furnishings) and the purposes it serves, including the activities that take place in various rooms and what people live there.

Students then pool and revise their questions into an oral questionnaire and select one student to be an interviewer. They practice asking and answering the questions in their groups as if they were appearing on a television show (Lifestyles of the Rich and Famous or Lifestyles of the Poor and Obscure). After rehearsing, each group presents its interview to the class, using the picture and floorplan as illustrations.

Suggestions: The group questionnaire could also be used to gather information to be presented to the class in the form of a description or summary. One member of the group could draw a floor plan on the chalkboard as the description is being given. Another activity could involve listing advantages and disadvantages of each type of dwelling, either as brainstorming on the chalkboard, individually, or in pairs or groups. Students could then discuss their preferences and give reasons for their choices.

Proficiency Test: A written or oral summary of the interview or description.

Topic: Food - Identify and describe eating customs in Germany, and use expressions to use in various eating situations.

Activity: Collect or sketch (with stick figures) a series of pictures of people eating different meals at different times of the day. Draw a clock face in the back corner of each one with hands showing the time of day. Students describe the eating habits illustrated, beginning with the time. A sample narration might begin: "Frau Schmidt fruehstueckt um halb acht. Sie isst Broetchen mit Butter und Marmelade und trinkt Kaffee mit Zucker und Sahne. Um zehn Uhr isst Monika ein Kaesebrot und einen Apfel. Sie hat grossen Hunger . . ." Students continue until they have recounted the meals and snacks consumed at different times of an entire day. Provide expressions to be used for each meal or snack time and role play the situations. Use cue cards or list expressions on the board before role playing.

Suggestions: If you use sketches, use the same person in each one for continuity. You can give the person a name and have students describe his or her personal eating habits. Or students can pretend the people pictured are members of the same family, or they can talk about eating patterns in Germany in general, using "man isst." Students with greater proficiency can include more explanations and details, if they wish. It is especially important to help students learn the appropriate discourse for these situations. This activity can be adapted for more advanced students by having them describe the sequence and composition of the day's meals in past tenses, as a habitual action or as a certain set of actions that

happened yesterday, or in the future tense, as actions that will happen tomorrow. Using these ideas in conversational situations is very important to role play.

Proficiency Test: Use the pictures as prompts and ask the students to retell or write the narration, especially to role play the situation using the language that pertains to eating.

Topic: Emotions - Be able to describe people you know in terms of their personality qualities and emotions.

Activity:

1. The teacher lists 15-20 personal qualities on the board (or the class brainstorms qualities which they look for in good friends, or qualities which they see in people they know, whether positive or negative. Brainstorming may be in German or in English, but the teacher lists only the German word on the board). Students then discuss in pairs or as a class the various qualities as they exist in people they know, including family, friends and acquaintances, or known personalities.

2. Each student brings a picture of a known personality and tells a brief story which highlights a particular quality for which the person is known.

3. Emotions (not qualities) are listed on the board. These same words are written on separate pieces of paper. Students divide into groups. One student in each group is given a paper listing one emotion and, at

the signal, he pantomimes it for the group. A time limit is established, 30 - 60 seconds, depending on the difficulty of the words. The team with the highest number of correct guesses wins. The act describing must be featured and practiced through situational problem solving.

Testing: Be able to describe people you know in terms of their personality qualities and/or emotions. Give problems to solve through descriptions of qualities and/or emotions.

Topic: Weather - To create with the language and ask questions about weather.

Activity:

1. Listen to a pre-recorded weather forecast in German. Write the important words on the board. Listen again. Divide up into pairs and create your own "Wetterbericht." Later one of the pair reads the report to the rest of the class. A variation would be for class members to record reports as dramatization on videocassette and play back.

2. Team 20 questions. Choose a person from Team A and send him into hall. Choose a concept or word about the weather. Person from Team A comes into room and asks up to 20 questions or until guesses correctly. (5 points for correct guess). An introducing variation would be to have the teacher do it.

3. Introduce important concepts and vocabulary for a weather report in German. Write words on the board. Play a pre-recorded weather report

for comprehension practice. Play baseball game where you give them a base with a German word and they must either describe the concept or define the word about the weather, i.e., describe "Hochdruckgebiet," "Tiefdruckgebiet," "Vorschau." For each word the person defines correctly in English his team gets a single. For each word or concept a person describes correctly in German his/her team gets a double. Play for points or not.

Testing: Ask the teacher some questions about the weather. Beschreiben Sie ein Gewitter.

Topic: Hobbies, Sports, Games - To create with language and ask questions about hobbies, sports, and games.

Activity:

1. Pair activity: Divide the students into pairs. Have names of important sports figures cut out in advance with scotch tape on them. Partners put name or picture on each others back. Partner asks question of other person about the person whose name he has. He asks these questions in German about himself until he guesses the identity. Student pairs that finish early help other student pairs.

2. Have students write a script in German of what a typical soccer game, track meet, or swim meet broadcast would sound like. Much pertinent vocabulary has previously been introduced by pictures, TPR, or by an actual recording of a football broadcast in German. One partner mimes the broadcast in front of the class while the other says the broadcast from the back of the class.

3. Teacher describes his favorite sport through pictures and writing on the chalkboard. He also tells how to play it. (May use diagrams here.) Pairs are given assignment to tell how to play and describe their favorite sport or game. After 2 nights of homework to prepare, one or both students get up and describe the sport in class. Could constitute one of six major assignments during the quarter or semester.

Testing: Ask me questions about sports games or hobbies oder beschreiben. Sie einen Sport, ein Spiel, oder ein Hobby (Steckenpferd).

Topic: Health - To recognize and use orally vocabulary associated with health and to deal with survival situations concerning health.

Activity:

1. Write a description of a disease on a card. Put the class in teams. Read the card and the first team to identify the disease gets the point.

2. Have them keep track of their food intake and exercise for a specific length of time. This should be in greater detail than the novice level.

3. Have them draw a card with an illness or symptom. In pairs, have student try to describe the illness to the other person without naming it.

Topic: Occupations - To teach students names of occupations and give them familiarity with vocabulary of professions and to afford them opportunities to interact orally.

Activity:

1. Play the game "What's My Line?" A student would pick an occupation and either a panel or all class members would try to guess the profession. Questions should be more complex and detailed for intermediate students.

2. Bring in a newspaper. If you can get one from Germany or in German it would be better. Look through the want ads and see what jobs are being offered. Have students write a résumé as though they were applying for the position. Talk as a class about the various qualifications needed for jobs. As a role play have the students in pairs be the employer and interviewee.

Topic: Money - To recognize and use the currencies of the German speaking countries in oral situations.

Activity:

1. Review a Geld Wechseln conversation. Then have the students repeat role play conversation. Currency will be needed for Germany, Austria, and Switzerland.

2. Prepare a list of questions and phrases to be used when shopping, such as, "Wieviel kostet das?" "Ich hatte gern ____." "Was fur ____ haben Sie?" and others. These would be mainly what a customer would say. Next, create a list for shopkeepers and clerks, "Was moechten Sie, bitte?" "Was darf es sein." "Wie kann ich Ihnen helfen?" and others.

3. Divide the classroom into the 3 designated countries. Rig up stores and shops, being sure each gets the correct pictures or props of what really could be bought in each shop. Set realistic prices for the goods. One-third of the shops are in Switzerland, another third in Germany and the last third in Austria.

4. A little later after the first experiences, every student draws situation cards designating him a customer or a clerk and giving the basics of a situation.

Testing: 1. Customers buy what's on his or her shopping list. 2. Clerks sell in assigned shops. Each speaks his or her piece. Each writes down the dialogue needed to complete the transaction.

Topic: Family - To understand and use terms indicative of the extended family in conversation.

Activity:

1. Introduce more family terms, such as der Onkel, die Kusine, der Schwager, usw. Then describe an extended family, having students draw the genealogical chart again. (See Novice Level Activity.)

2. Each student brings either a portrait of his family or a sketch or "rendering" of a fictitious family. First, practice in groups, introducing each family member, such as, "Das ist meine Schwester. Sie heisst Lotte und hat blaue Augen." Second, each student introduces his family to the class.

3. Simple pictures need to be produced. For example: Frau Topf Lange Nase. Now a discussion of the Topf family can proceed. These discussions can elicit family descriptions, plus added details about who inherited which traits from whom.

Testing: Repeat Activity 3. Have students write a letter describing his family. Have conversations in various plausible situations describing extended family.

Topic: Shapes, Containers, and Textures - Students will use shapes and textures to describe and develop simple communications about survival needs and immediate surroundings.

Activity:

1. Act out role plays, i.e., you have lost your contact lens and you want help finding it, but you don't know the word for contact lens. Describe what a contact lens is by using it's shape, among other things, so others will be able to help look for it.

2. Describe some object to another student and have that student guess what it is.

3. Teacher names an object and students come up with as many ways as possible to describe it without naming it.

4. Role play situations requiring conversational use of shapes, containers, and textures.

Topic: Directions - Students will ask and give directions in many role play situations.

Activity:

1. Recycle activities in previous Levels. This time stress questions and creating by the students.
2. Role play persons asking for and persons giving directions.
3. Role play or have situations where some of the directions are not understandable and clarifications must be asked for again and again. Practice circumlocutions!

Topic: Plants, Animals, Earth - Find and describe the most common plants, animals, and inanimate objects found in nature. Collect real objects or pictures and label them and devise circumstances in which to talk about them. Differentiate between receptive vocabulary (listening and reading comprehension) and productive vocabulary (speaking and writing).

Activity:

1. Scavenger hunt (review activity). The teacher prepares one or more lists of items, using only the article and noun. The master list may include 20-40 items. The list for each group of students includes possibly only 8-10 items, but each group has a list somewhat different from the lists in the other groups. During class the student in each group decides who will be responsible for each item. Students write several descriptive sentences about the items collected and bring the objects and sentences to class. Students share their items and sentences via show and tell, either in their groups or for the entire

class. Items included could be" twig, blade of grass, spider, pebble, etc., and each list could include one or two items not yet discussed. Variation: the class could brainstorm on the previous day, listing all the possible items which could be on the master list, and the teacher could then add several of the new items to each previously prepared list. (Brainstorming should be in German, except for new words, or students could be required to look up new items in the dictionary before they are allowed to list them on the board.) Show them how to converse

using the vocabulary or brainstorm to set up conversations.

2. Hold a funeral for a classroom plant or pet (even a fly) which dies or is killed. Each student must say one nice thing about the victim.

3. Describe plant and animal life, and the earth, as they exist in various geographical regions, e.g., desert, jungle, mountains, ocean, river, your own back yard. Make a collage of one of these and tell the class about the pictures included.

4. Go for a nature walk and talk about what you see.

<u>Topic: Transportation - Describe types of vehicles in terms of appearance, how they operate, how one enters and exits, what one says in them or about them in conversation.</u>

Activity:

1. Pass out one picture to each student. The students have several minutes

to write down descriptive sentences. They will first share their sentences with their partners (be sure that partners do not have the same vehicles). Then various students will share with the class. Have a class helper either look up words to supplement the vocabulary, or list the words to be looked up later. Variation: students write one or two sentences on the board. These are corrected and made authentic. Then each student copies the sentences onto a picture paper or into a notebook to get ready for real writing in his/her journal or for real conversation.

2. Have students write up instructions in TPR fashion explaining how to get into and out of a car, canoe, bike, bus. They then give these instructions to the partner or to the class, and the person(s) follow the instructions.

3. Play bingo with pictures. Teacher or students prepare cards. Students or teacher gives clues.

4. Play tic tac toe with pictures in the spaces.

5. Teacher and/or students draw fictitious vehicles and then describe them; appearance, method of operation, advantages, to the class, and the class members draw them.

6. Give oral reports.

7. Use problem cards to set up conversational activities or especially interview outlines to help students interview each other.

8. Play association game with pictures. Let a student be the director of the game or the master of ceremonies.

Topic: Body Parts - To use body parts in games and conversations.

Activity:

1. Students sit in a circle. One student stands and picks another in the circle to speak to. He then puts his hand on one part of his body and says, "Das ist mein . . ." (He calls it something it is not.) The student to whom he is speaking must pick someone to speak to and touch the body part the first student named and call it something it is not, and so on. The object is to think of two body parts at once.

2. Students produce the play "Rotkaeppchen."

3. Student illustrate the play "Rotkaeppchen."

4. Students do silhouettes of each other.

5. Students give teacher instructions on drawing body. Teacher gives students instructions on drawing body.

Topic: Animals - to use German vocabulary when speaking of animals.

Activity:

1. Students produce the play "Die Bremer Stadtmusikanten."

2. Students illustrate the play, "Die Bremer Stadtmusikanten."

3. Teach students the sounds the animals make then give them a crossword puzzle.

4. Teach zoology unit in German.

5. Have students write a description of an animal for others to guess.

6. Play animal charades.

7. Go on a field trip to the zoo where there are animals and have the students act as guides in target language. The teacher can be the guide or a zoo worker who speaks German.

8. Have the students make their own art gallery of animal pictures then tour the gallery using the students as guides.

9. Set up interviews.

Topic: Animals - describe various animals or fictitious animals.

Activity:

1. Each student draws an animal or a fictitious animal. Each student then explains to his partner or to the teacher how the animal looks. The other student or the teacher draws, based only on the description. Pictures are then compared. Several may draw on the board.

2. Tic tac toe. Each student makes a tic tac toe grid and writes in the names of nine animals, preferably with gender, in any order. The animals may be chosen from a master list provided by the teacher, may be limited by giving a category (barnyard, pets, African, Fowl, etc.) or may be brainstormed by the class prior to the game. The teacher then calls on various students who then choose one of the animals they have written down and describe it in 2-5 sentences, but without stating the name of the animal. Clues should include physical characteristics, but may also include habitat, eating habits, dangers it faces, how man uses the animal, and the verb used to describe its sound. The first student to get a row of three goes to the board and writes his name there. Once five people have their names on the board, the game stops, and the rows are checked to be sure the marked animals have been mentioned. Variation: Before beginning play, but after the grids have been filled in with names of animals, students are given several minutes to write descriptions of two or three animals, so that the game does not slow down because some students may not be able to describe spontaneously.

3. Each student brings a picture of a pet or other favorite/unusual animal and describes it to the class or a partner. Each explanation should include information concerning appearance, eating habits and habitat, usefulness to man (or in nature), sound produced, and anything unique. Students may then exchange pictures and do the same.

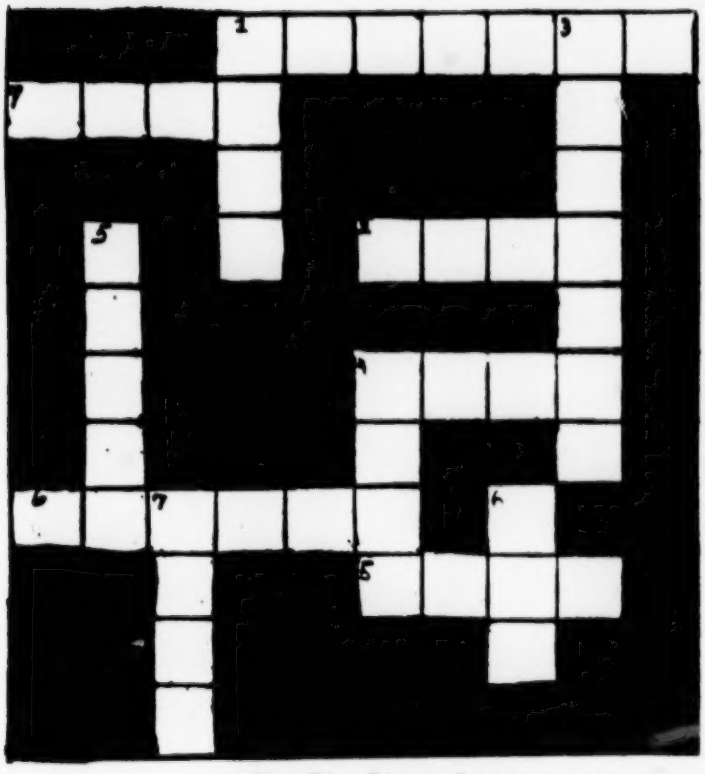
4. Contest. The teacher or the students read or give a description of an animal, one sentence at a time. Work as teams or partners. The first

on to guess the correct animal gets 5, 3, or 1 points, depending on whether one, two, or three clues were given.

5. Game (in partners or teams). A picture of an animal is shown along with the instruction: Geraeusch, Aussehen, Gebrauch, or Freie Wahl. The student must then give a sentence which matches the animal's sound, or describe its appearance, or tell how it is used by man (or in nature), or any one of the three. For example, Lion, ein Loewe bruellt (laut)/ Loewen haben lange Maehnen/Maenner jagen den Loewen (in Afrika). Variation: Students write the sentence on paper or on the board rather than/before saying it orally.

Testing: Describe an animal in some detail so that the rest of the class can recognize it. Describe a fictitious animal in such a way that others can draw it. Role play situations. Conduct interviews.

HOMEWORK



Across (waagerecht)

1. We hat ein langen Hals?
2. Die _____ hat weiche Federn.
4. Die Tiere die uns Milch geben.
5. Was Kraeht kikeriki?
6. Was spricht die Ente?
7. Das Huhn gibt uns ____?

Down (senkrecht)

1. Welche Farbe hat der Elefant?
3. Wie die Tiere essen.
4. Was quackt das Froeschlein?
5. Das Tier kommt aus eine Uhr und sagt.
6. Die Eule macht _____ in der nacht.
7. Welches Tier hat Bananen sehr gern?

Was Die Tiere Sagen

Der Hahn kraeht: Kikeriki
Das Voegelein ruft: Zwizwi
Das Huendchen bellt: Wauwau
Das Kaetzchen schreit: Miau
Der Kuckuck ruft: Kucku
Die Eule macht: Uhu
Das Froeschlein quakt: Koah
Die Ente Spricht: Quaqua
Die Kuh sagt nur: Muhmuh
Der Wolf heult laut: Huhu
Das Laemmlein schreit: Maehmaeh

1. Was hat der Affe gern? _____
2. Wo wohnen die Voegel? _____
3. Was frisst das Schaf? _____
4. Welche Tiere Schwimmen? _____
   _____
5. Welche Tiere fliegen? _____
   _____
6. Welche Tier gibt uns Milch? _____
7. Welche Tier gibt uns Eier? _____
8. Welche Tier gibt uns Honig? _____
9. Welche Tiere wohnen bei uns im Hans _____
10. Welche Farben hat das Zebra? ____
    _____

SELECTED BIBLIOGRAPHY

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Winitz, Harris, ed. The Comprehension Approach to Foreign Language Instruction. Newbury House, 1981.

---------- Teaching Language in Context: Proficiency Oriented Instruction. Boston, Mass.: Heinle & Heinle, 1986.

ANNOTATED BIBLIOGRAPHY

1. PROFICIENCY-ORIENTED GUIDES AND SOURCEBOOKS

Omaggio, Alice C., Teaching Language in Context. Proficiency-Oriented Instruction. (1986, Heinle & Heinle Publishers, Inc, Boston, MA 02116)

A gold mine of planning and teaching strategies and classroom activities in all four skill areas and on every proficiency level. (Some of the learning activities in this state curriculum guide were adapted form those in this book.0 Contains discussions of language proficiency, second language acquisition, proficiency and various methodologies, and the role of context in comprehension and learning. Presents proficiency-oriented approachers for teaching listening and reading comprehension and for planning instruction for the development of oral proficiency. Includes curriculum planning guides and a myriad of appealing activities in German, French, Spanish, or italian (accompanied by English translations) for every level of instruction. Presents the accuracy issue with error correction strategies and classroom testing with formats for listening, reading, writing, and speaking skills. Offers a number of strategies for teaching culture and practical guidelines for detailed proficiency-oriented course and classroom planning. Contains discussion activities and extensive references for each chapter. An extremely rich and practical sourcebook--a must for your resource library!

Higgs, Theodore E., ed., Teaching for Proficiency, the Organizing Principle. (1984, National Textbook Co., 4255 West Touhy Ave., Lincolnwood, IL 60646-1975. Also available from ACTFL, P.O. Box 408, Hastings-on-Hudson, NY 10706)

A collection of essays focusing on functional language proficiency as a principle through which methods, materials, and curriculum can be organized. Contains a history of the development of the ACTFL proficiency guidelines, a classroom, examples and procedures form the New Orientation of the Foreign Service Institute's foreign language curriculum, a guide to proficiency testing in listening, reading, and writing, a process for the integration of including practical suggestions for lesson planning and classroom management, and a description of proficiency projects in action. There is an extensive bibliography with each essay. A very useful guide.

This is a volume from ACTFL's annual foreign language education series. Additional practical books in this yearly series and a number of other publications dealing with proficiency in all aspects of foreign language teaching are

available directly from ACTFL, which also sells materials prepared by AATG. Write ACTFL for its most recent publications list.

2. TPR BOOKS AND MATERIALS

Being introduced to a foreign language through physical response to commands is fun and non-threatening, involves students actively and imaginatively, prepares them for authentic interactions, and helps them develop the habit of giving and responding to classroom instructions in the target language. The best sources of both generic and language-specific materials designed for use with James J. Asher's Total Physical Response teaching method is his own publishing company (Sky oaks Productions, Inc., P.O. Box 1102, Los Gatos, CA 95031), from which the following items can be ordered.

Asher's book, Teaching Another Language Through ACtions: The Complete Teacher's Guidebook, presents the theory, development, and practice of TPR and is now available in a new expanded third edition.

Margaret S. Woodruff's Comprehension-Based Language Lessons: Level I is written for first-year German students and presents detailed instructions, objectives, lesson plans, scripts, texts, handouts, and tests for thirty one-hour lessons which can be combined or expanded. She also includes songs, games, and homework assignments. After completing the lessons students should have listening and reading comprehension of about 500 German words, primarily basic action verbs and nouns describing parts of a room, furniture, parts of the body, clothes, food and drink, numbers, colors, and time. A practical tool for beginning classes.

Other materials include TPR student kits, which consist of a colorful drawing on plastic-coated posterboard of a location (home, playground, supermarket, classroom, restaurant, etc.) with pictures of people and objects printed on thin plastic that adheres to the background board and can easily be peeled off and reused (like Colorforms sets). The figures and objects can be positioned in and removed from endless locations and combinations according to oral commands, and they are large enough (9-1/2" x 13-1/2") to use with groups of students. More than twenty different kits are available, and though not inexpensive they can be very motivating.

For other books and materials, write to Sky oaks Productions for a current price list.

3. GERMAN TEXTBOOKS EMPHASIZING PROFICIENCY

A. For elementary schools:

Seeger, Harald, Wer? Wie? Was?, Vorwaerts International.

A colorful new all-German textbook designed to produce proficiency through active involvement in the language, featuring pictures and cartoons, oral communication, games, songs, role-playing and personalized activities. Uses authentic language and illustrations. Comes with well-illustrated black and white workbook (children can color pictures) and detailed teacher's manual. Offers a good variety of appealing activities for frequent change of pace. Tapes are available, as are colored slides of conversation illustrations from the book, reproduced without the printed text. You can also order a hand puppet of the mischievous Tanja, who appears throughout the book. For the children from 7/8 to 12. An excellent elementary school German text.

Level 2 of Wer? Wie? Was? (for students from 9-14) will be published in january of 1987. An illustrated brochure and price list is available (in German) from the publisher: Gilde-Buchhandlung Carl Kayser, Poststr. 16, 3-5300 Bonn 1, West Germany. Or write Alberta Burrows, 6530 Lover's Lane, Hollister, CA 95023.

Schuh, Hermann, Komm Bitte! Max Hueber Verlag.

A German course for children from 6-10. Focuses on communicative competence in everyday situations. Good reinforcement and variation of basic arterial. many cartoons and humorous situations. Includes textbook, workbook, teacher's manual, tapes, pictures, and readers. Appealing for younger students.

Bednarik, Rosi, Mein Erstes Deutschbuch Diesterweg.

An illustrated workbook for children with reading, counting, coloring, and vocabulary-building activities. Introduces or reinforces numbers, colors, family, clothing, home, school, and other basic vocabulary including articles, comparison of adjectives, and verb conjugation. A useful resource book.

B. For junior high and high schools:

Neuner, Gerd, et. al., Deutsch Konkret Langenscheidt.

An attractive textbook featuring communicative activities and open-ended dialogues, global orientation, lively illustrations, and authentic reading selections. Colorful, varied, and youth-oriented presentations. Available with workbook, teacher's manual, tapes, and overhead transparencies or slides. Refreshing and motivation! Excellent for junior high.

Neuner, Gerd, et. al., Deutsch Aktiv Langenscheidt.

The same kind of communicative textbook as Deutsch Konkret, but designed for students over 15. Features the same authentic materials, timely topics, global orientation, and motivating illustrations as Deutsch Konkret and the same supplementary learning aids. Comes in three levels. For high school and up.

Arnsdorf, Dieter and Heid, Manfred, Erzaehl doch mal von dir! Zu Gast bei Deutschen Freunden 1985, Langenscheidt.

A conversation-oriented workbook designed for American students with an elementary knowledge of German as a preparation for a trip to Germany. Five independent chapters present aspects of everyday life in Germany (family, housing/transportation, food and drink, school, leisure) and provide students with the language needed to discuss similar aspects of life in America. A useful supplement to any textbook, and essential for students planning to visit Germany.

Aufderstrasse, Hartmut, et. al., Themen I Hueber

Features authentic language and materials and is designed around practical, everyday situations and language usage. Colorful and timely -- gives a real flavor of life in contemporary Germany. Filled with pictures -- photographs, sketches, cartoons, and maps -- designed to stimulate oral communication activities. Comes with cassette tape and other materials. Excellent source of topics for discussions and speaking practive. Can be used with beginning high school students.

Books, materials, brochures and price lists from Hueber, Diesterweg, and other German publishers can be ordered from Adler's Foreign Books, Inc., 915 Larkin St., San Francisco, CA 94109. Both also stock the large hardbound Richard Scarry Books (Mein allerschoenstes ABC, Woerterbuch, etc.) and other German children's books: like Der Struwwelpeter by Heinrich Hoffmann. Langenscheidt publications are available directly from Langenscheidt Publishers, Inc., 46 - 35 54th Rd. Maspeth, NY 11378.

4. SONGS AND SIMULATION GAMES

Singing is enjoyable, relaxing, and an excellent tool for learning a foreign language. However, because classroom time is limited, teachers should use songs for the maximum instructional benefits and not only as time-fillers. various kinds of songs can be used for the following purposes:

1. Learning basic information.

Music not only relaxes the body, it enhances awareness and mental retention. Words that are sung are learned faster and remembered longer. Uwe Kind's book, Eine Kleine Deutschmusik (Langenscheidt, 1985\3), illustrates this principle. The book contains 24 familiar melodies with new German lyrics to teach beginning students important language functions, idiomatic expressions, and grammar. For example, the lyrics of the first song (sung to the tune of "She'll Be Comin' Round the Mountain") are: "Ich bin Auslaender and spreche nicht gut Deutsch. . ." There is a communicative function for each song (introducing yourself--to the melody of "Twinkle, Twinkle, Little Star;" accepting and refusing an invitation--to "Hail, Hail, the Gang's All Here;" writing a postcard--to the "Mexican Hatdance," etc.). Games, exercises, and other activities are included with each song, so that students can apply, review, and internalize new structures. This is a delightful method of learning some basic useful German; it is highly motivational and enthusiastically recommended.

2. Enjoyment and enrichment.

Learning traditional songs helps students gain insight into and appreciation of the influences and values that help shape a culture. Besides that, it's fun. However, teachers should try to keep a balance by not insisting students learn every verse to every song (how many Americans know more than one verse of most of theirs, for example?) and by selecting those songs that are most memorable or significant. you can find them in collections of folksongs, some textbooks, or by asking a native speaker.

3. Social commentary.

Popular songs by contemporary German artists such as Reinhard May and Nena can furnish students not only with an excellent reading or listening comprehension exercise, but with insights into social attitudes and problems. Songs like "99 Luftballons," which have become internationally popular in translation ("99 Red Balloons") are an especially effective tool in discussing and examining personal and national social and cultural values. Look for texts in magazines such as Jugendscala and Bravo and tapes or records wherever you can find them. Check with recent arrivals or returnees from Europe and listen to short-wave radio broadcasts.

4. Simulation games

Role-playing and simulation provide an involvement and a sense of participation in a real experience. It won't be easy to find many simulation games such as Monopoly or The Ungame in German, but existing game sin English can be adapted for the German classroom. Ask the history, sociology, psychology, and social studies teachers at your school about simulation games they may have which you might be able to use.

Try some role-playing games with role cards. Role cards state two interconnected roles and are in pairs, e.g. a teacher who does not want to see a particular parent about hi or her child and a parent who insists on seeing the teacher. Students draw one card, read their role, and find the student with the matching card. They make up a dialogue and present it to the class or group, which guesses what it is about, asking questions if necessary.

A variation of charades is called "Lost Voices" and requires that someone pantomime a situation written on a card to communicate with the class. Class members ask questions until someone guesses what is being acted out. the mime replies to the questions only by nods or shakes of the head. Sample situations might include "Wo finde ich hier ein gutes Restaurant und ein ruhiges Hotel/" or "Mein Auto ist weg. Ich habe es vor einer Stunde vor dem Haus geparkt. Es ist ein roter VW-Kaefer mit zwei Koffern im Kofferraum und einem Teddybaer auf dem Ruecksitz." Most questions will be of the yes-no variety: "ist es ein grosses Auto/" "Gibt es etwas im Kofferraum?" "Einen Koffer?" "Oh, zwei Koffer?".... The more detail on the card, the more details the class must guess. The card is read aloud at the end of the episode.

5. SOURCES OF CULTURAL MATERIALS

German Information Center
950 Third Avenue
new York, NY 10022

Distributes free of charge the information-packed booklet, Federal Republic of Germany. A Directory for Teachers and Students, which contains addresses and telephone numbers for consulates general in the United States, other organizations providing information about Germany, youth, teacher and student exchange programs, pen pals, German scholarships, political and economic cooperation, vacation employment, and study and teaching in West Germany. Contains every imaginable address for every possible source of information about any aspect of German life. Every teacher should have this.

The German Information Center distributes brochures, books, and maps to the general public and provides information on current developments in the Federal Republic. Ask about its subscription service, which mails out a free weekly bulletin in German reviewing current news developments and events in Germany. Ask for Deutschland-nachrichten.

For a free subscription to Jugendscala, a youth-oriented magazine for advanced students (and teachers!) write:

Frankfurter Societaet-Druckerei GmbH
Postfach 100 801
Frankenallee 71-81
D-6000 Frankfurt/Main
West Germany

German National Tourist Office
747 Third Avenue
New York, NY 10017

or: 444 South Flower St.
Suite 2230
Los Angeles, CA 90071

Provides brochures and other information about traveling in Germany.

For other information about Germany, broadcast schedules of the short-wave Deutsche Welle, occasional posters, books, and pamphlets, and a subscription to Scala, write:

Consulate General of the Federal Republic of Germany
601 California St.
San Francisco, CA 94108

Gessler Publishing Co., Inc.
900 Broadway
New York, NY 10003-1291

Sells all kinds of learning materials for German: books, tapes, overhead transparencies, skit and songbooks, puppets, posters, buttons, balloons, seals, signs, maps, charts, games, filmstrips, slides, charts, and certificates.

National Textbook Company
4255 West Touhy Ave.
Lincolnwood, IL 60646-1975

German games, readers, workbooks, dictionaries, travel books, songs, certificates, etc.

6. GERMAN DICTIONARIES AND REFERENCE BOOKS

Because they are written only in German, these dictionaries and reference books are most useful to more advanced students and to teachers.

Dictionaries

Der Sprach-Brockhaus (F. A. Brockhaus, Wiesbaden)

One of the classic desk dictionaries. Comparable to a standard college dictionary in English, but with detailed illustrations on virtually every page. many precise half and full page drawings as examples of definitions. Also includes grammatical explanations in chart form of the parts of speech. An indispensable tool for the serious student.

Wahrig, Gerhard. Das grosse Deutsche Woerterbuch (Bertelsmann)

Wahrig is the Germany equivalent of Webster's. A comprehensive dictionary with extensive definitions, including etymology and word development. No illustrations, but many examples of meaning and usage, including specialized, technical, archaic, and obscure. Includes a section on grammar and usage of over 200 pages. Close to 4000 pages of entries. A definitive one-volume dictionary of the German language.

Reference Books

Farrell, R. B., Dictionary of German Synonyms (3rd ed., 1977, Cambridge University Press)

A synonym dictionary designed for the English-speaking student of German. Common concrete or abstract English terms are listed and defined alphabetically, and those with similar meanings are grouped together. German synonyms are given for each different meaning, accompanied by definitions and explanations of nuances of meaning as well as numerous sentences illustrating the usage of each term in context. Difficulties or ambiguities are further explained in footnotes. A special group of German words whose meaning is difficult to grasp or which have no exact equivalent in English is explained in an appendix. All the entries are recorded in both a German and an English word list for easy reference. A valuable learning aid. There's nothing else like it.

Der Duden (Bibliographisches Institut, Mannheim)

The ten-volume Duden set is the most definitive reference work of the German language. While you may want to collect all the volumes for your library, volumes 2, 3, 4, 8, and 9 are especially useful to students and teachers of German.

Vol 2: Stilwoerterbuch der deutschen Sprache

Illustrates correct usage of words in context: in phrases and sentences. Contains 100,000 examples of expressions in standard and colloquial German, proverbs, and well-known quotations. Includes practical rules and tips for writing a clear and effective German style. A valuable extension of a good dictionary and a useful tool for German composition.

Vol 3: Das Bildwoerterbuch

A picture dictionary illustrating every minute part of every conceivable object from almost every aspect of life on earth. Over 27,500 entries depicted in precisely detailed drawings and on several color plates. The most comprehensive book of its kind and an excellent source for technical and specialized terms not found in the average dictionary.

Vol. 4: Die Grammatik

An authoritative reference grammar. Contains an extensive presentation of all aspects of the structure of the German language, from the individual word to the sentence. Rules are illustrated with examples (and exceptions), and there is a glossary of grammatical terminology. Words and expressions about which there is some ambiguity or question in usage are listed in a separate index for easy reference. Also contains discussion of rhetorical and linguistic theory. An excellent reference tool.

Vol. 8: Vergleichendes Synonymwoerterbuch

Similar to Roget's THESAURUS, but with definitions for each entry before synonyms are listed. Indicates differences in meaning and levels of style. Usage is illustrated in context, with sample sentences from contemporary German literature. Variations in shades of meaning between synonyms are made clear by comparing sentences. A very useful tool, especially in combination with Farrell and the Stilwoerterbuch, for selecting the correct word for the correct expression.

Vol. 9: Hauptschwierigkeiten der deutschen Sprache

This book grew out of the thousands of questions received by the Duden editors each year about correct usage, spelling, and grammar. It contains explanations and solutions for the most common sources of difficulty, indecision, or errors in the German language today. In addition to individual words and expressions, there are sections on problematic areas such as indirect discourse, agreement, comma placement, etc. An excellent source for information about difficulties explained nowhere else.